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ABSTRACT

This document describes and presents the results of a study undertaken to determine the nature of popular interest in and demand for cultural and artistic activities in 13 southern states. The general objective of the study was to provide information to policy makers on public opinion regarding the relative merits of "elitist activities" (high cultural activities such as attending operas and symphonies) and "popular activities" (a broader range of art and leisure-related activities, such as camping) to the development of policy on the arts. A more specific objective was to aid the National Endowment for the Arts and the various executive and legislative agencies providing support for Endowment activities to make practical decisions about the kinds of cultural and artistic activities which should be supported. Data regarding types of leisure/arts related activities which are currently pursued and are likely to be pursued in the future were collected in a self-administered mail survey of a probability sample for the 13 southern states. A total of 3,196 questionnaires was delivered to potential respondents and 1,684 questionnaires were returned completed. The structural and historical analyses of data indicated that respondents felt a general desire to increase participation in art/leisure activities and that more respondents expressed a desire to increase activities such as camping than expressed a desire to increase activities such as opera and symphony attendance. Conclusions are that the demand for increased participation in each activity generally follows current participation patterns and that historical participation levels are the best predictors of future participation. Tables of data are included throughout the text. (DB)

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Leisure Participation in the South

Volume I — Results

Richard J. Orend

U S DEPARTMENT OF HEALTH,
EDUCATION & WELFARE
NATIONAL INSTITUTE OF
EDUCATION

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The results and conclusions, both accurate and inaccurate, are as usual, the responsibility of the author.

RJO

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CHAPTER 1

Introduction

There is a continuing discussion about the relative merits of "elitist" versus "popular" approaches to the development of policy on the arts. This discussion takes place both within the National Endowment for the Arts and between the Endowment and the various executive and legislative agencies providing support for Endowment activities. Among a number of dimensions of this topic currently being debated is the question of whether the Endowment should support arts related activities that are "demanded" by the general population, the "popular" extreme; or whether they should support and promote only "high culture" activities traditionally associated with art, the "elitist" extreme. A cross-cutting dimension is whether the Endowment should provide support directly to artists or to the institutions which support the artists. Decisions along this dimension have a direct impact on both the recipient of aid and the issue of "popular" versus "elitist" support. Related policy questions springing from various resolutions to these fundamental issues include: Which arts activities should be supported, e.g., the established arts institutions or newer, smaller organizations? What support strategy will best fulfill the goals of the Endowment? What geographic distribution of support best promotes the development of quality cultural activities? What distribution of support best fits the demands of the target population, either within the artistic community or in the general population?

In order to provide a reasonable solution to such questions, the debate on these and similar policy issues should be conducted in a context providing as much information as possible about the probable consequences of each policy option. For questions focusing on the issues of popular demand for the arts, relevant information would address such questions as: (1) What types of arts related activities are currently pursued? (2) What is the degree and type of participation in these activities? (3) To what extent is there a desire to increase participation levels in arts related activities and which activities are most in demand? (4) What factors limit the expansion of activities among those desiring to increase participation, and how can the Endowment respond to those factors? (5) What are the indicators or correlates of current participation and desire for increases? (6) How can the basic data suggested in the previous questions be analyzed to provide long-term information useful to predict trends and needs in arts related activities? It is this type of policy question, rather than the merits of more general issues, that is the focus of this report.

As originally stated, the objectives of this study were: "(1) to identify the cultural 'needs' of the target population; (2) to examine the factors that influence those needs; and (3) to develop a methodology which will permit the Endowment to make practical decisions about the kind of cultural and artistic activities which should be supported." The geographic target for the study was "the South", which was defined in terms of thirteen southern [illegible]tes.[1] The body of

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[1] Virginia, North Carolina, South Carolina, Georgia, Florida, Alabama, Mississippi, Louisianna, Texas, Arkansas, Tennessee, Kentucky, and West Virginia

the report describes a survey conducted to inform the general objectives of the study in terms of policy questions like those listed above. In the remaining segments of the Introduction the operationalization of these objectives is described and a brief overview of the data collection methodology is provided.

Conceptual Approach

The general policy objectives were translated into a specific set of research questions designed to provide direct input for the policy issues discussed above. These questions included:

1. In what kinds of arts related leisure activities do members of the target population engage and what is the extent of that engagement?

2. What is the individual's history of participation in the various activities?

3. Among those participating in an activity, what were the costs of participation?

4. To what extent would individuals like to increase their participation in various activities?

5. What is the perceived availability of various types of activities?

6. Among those desiring to increase participation, what were the perceived barriers to actually engaging in the activity?

7. What is the relationship between current participation patterns, the desire for increased participation, and various individual characteristics?

8. What is the pattern of arts related leisure activity in the target area and how is it related to other kinds of leisure activities?

9. What are the characteristics of individuals who engage in a particular pattern of arts related leisure activities?

Analytically these basically descriptive questions translate into information designed to inform the policy issues. Current participation patterns can be equated with demand for various types of activities. Perceived availability and reasons for not increasing current participation levels, despite an expressed desire to do so, can provide an indication of action necessary to satisfy certain kinds of demand. Historical, current, and desired participation can be used to project future demand. Correlates of current and desired participation can be used to predict participation among other groups with similar characteristics, for example demographic characteristics. These and related issues form the substance of this report. However, prior to describing the data and the results of analyses, it is useful to discuss both the conceptual and methodological development which led to reporting these particular results.

The Context of Leisure Behavior Patterns

The initial conceptual issue is the context of arts related leisure behavior. Given the objectives of the research, one useful approach was to put arts related activity in the context of all leisure behavior.

Theoretically, an individual's leisure choices are made within the context of all possible leisure activities. This would be true for a specific activity at a given time and place as well as for a leisure activity pattern over a longer period of time. A specific choice, whether one should go to the symphony or watch a football game on television, is a function of a number of factors, including one's affective reaction to both, the cost, social pressures (e.g. family interest), physical barriers, immediate disposition (mood) and more permanent psychological characteristics. Thus, a particular decision, e.g. attending the symphony, is variable depending on the profile of those factors each time that choice is available. Leisure behavior over a period of time is the result of a large number of systematic exclusions, i.e., some people never watch football games or go to symphonies, a substantial amount of implicit decision-making, i.e., most of the possible choices are never considered and many of the chosen alternatives are a function of habit and specific polition decisions, and a specific choice based on both current and long-term considerations.

This very general model of leisure choice behavior suggests that any attempts to analyze demand for leisure activity should approximate this broad context of choice behavior. Thus, in trying to identify the level of demand for arts related leisure participation in the South, one should examine the position of non-arts activity as well. With such an approach it is possible to determine not only that some individuals would like to attend more symphony concerts, but that they have an even greater desire to watch football games; and that given a choice between the two there is a greater likelihood that the latter would be chosen. Expressed from the perspective of total population, a larger proportion of the population will attempt to increase football attendance. This perspective provides a more realistic image of the leisure choices people are making, therefore better information for guiding policy decisions.

Identifying Demand for Participation

A second conceptual issue is how to identify demand. The approach taken here is that the kind of demand of greatest interest is that which is above and beyond current participation levels. The desire for increases in participation levels is the best indicator, in the positive direction, of how people are likely to change current patterns. Similarly, the perceived barriers to increasing participation are the best indicators of what type of policy would be likely to allow (encourage) people to actually increase their participation levels.[2]

There are other commonly used approaches to this problem. The most popular is to identify those stable individual characteristics which are associated with high levels of current participation, then project further participation based on aggregate changes in the level of those characteristics. The most commonly used predictors are socio-economic and demographic characteristics (e.g. income level, education level, age, sex, occupation, etc.). Two types of projection are possible. First, one can predict changes in the aggregate level of demand based on changes in the SES and demographic makeup of a specific grographic area. Such a model assumes the temporal stability of relationships between the behavior and the characteristics. Second, it is possible to predict participation levels in a given area on the basis of known SES/demographic characteristics, i.e., one can project that relationships identified in one area are valid for other areas.

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[2] The same logic could be applied to cases where individuals decrease their levels of participation, i.e., if the reasons for the decrease were understood and could be addressed in some policy, it is theoretically possible to reverse the trend. While knowledge of intended limitations to future activity would be helpful, the implication of attempting to change it is probably beyond the scope of interest for most government agencies. However, the ability to predict such changes would provide useful information about future overall levels of participation.

A theoretically more comprehensive approach is to attempt to "explain" leisure choices in terms of psychological and/or sociological models of behavior choice. Previous research on leisure behavior has examined questions of personality determinants, social pressures, the relationship of leisure to work situations, need fulfillment, and environmental determinants. Certainly it will be one of a combination of these models which will eventually provide the most useful explanations and predictions about leisure, and specifically arts related behavior. However, research in this area is generally in its infancy and relevant data are extremely difficult to obtain, especially for large populations.

One more specific approach combines elements of expressed desire for participation, the initial model discussed above, with previous participation patterns in an attempt to project future participation on an aggregate level. This approach makes some emperically based assumptions about the role of previous participation in future choice. Of particular interest are leisure behavior choices as functions of experience, habit, familiarity, and inertia. In terms of change, the interesting questions focus around factors associated with changing the historic patterns.

Barriers to Increased Participation

As used here, barriers are those factors which prohibit individuals from increasing their participation in activities where such an increase is desired. Thus, the lack of availability of a particular activity is a barrier only to those who want to increase their participation level in that activity and cannot. A further restriction in the use of this concept is that barriers are considered to be externally imposed. Availability, cost, distance, quality, facilities, handicaps, and family interest are considered external because they are perceived attributes of the activity or external situation which could be modified externally. The lack of time or preference for other activities are functions of individual preferences in the allocation of time to leisure activities. The only barrier is in the minds of the individuals, who, through their current participation pattern, have already made preferences explicit. The significance of this difference lies in the implication of barriers in determining what kinds of intervention policies might be used to satisfy the desire to increase participation. If cost is a barrier, it might be reduced. If travel distance is a barrier, tours could be supported. If preference is cited, the only change can come from within the individual.[3]

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[3] Or through a manipulation of those preferences which is probably neither possible nor desirable.

Patterns of Leisure Activity

Part of our understanding of leisure behavior is informed by an examination of activity patterns. Some previous research has focused on how various types of activity cluster together across all individuals.[4] This research systematically presented pattern information that had previously had only intuitive or partial empirical validation. Other research has focused on the pattern of support for various types of leisure activity.[5] This research provided a grounded basis for many of the descriptive hypotheses presented in the present report.

Research in both of these areas has provided substantial descriptive information on what leisure activity patterns are and useful theoretical suggestions as to how leisure activity choices are made. The latter contribution has focused on the similarity of types of activities pursued by most people. Individuals who attend symphony concerts are more likely to attend operas. People who play basketball are more likely to attend baseball games or watch sports on TV. These patterns suggest that people make conscious choices about the kind of leisure activity they will pursue and that these choices have some substantive consistency.

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[4] See, for example, Bishop, Doyle W., "Stability of the Factor Structure of Leisure Behavior: Analyses of Four Communities," Journal of Leisure Research, II, No. 3 (1971), pp. 160-170.

[5] Prime examples are Americans and the Arts: A Survey of Public Opinion, N.Y. Associated Councils for the Arts. 1975, and Schliewen, Rolf E, A Leisure Study - Canada 1975, Ottowa, Canada. Arts and Culture Branch, Dept. of the Secretary of State, Government of Canada, 1977.

Other pattern-oriented research described various predictors of activity selection, usually SES and demographic variables, and sought to develop hypotheses to explain behavior from these correlational results. For example, the positive association between education level and attending symphonies can be interpreted as an influence of more education and wider social exposure on the perception of appropriate leisure activities and our ability to understand complex classical music. Unfortunately, the research needed to demonstrate those causal relationships has yet to be conducted.

While all of this work is important and, in varying degrees, will be replicated in the research reported here, there are a number of other approaches to analyzing patterns of leisure activities which show as much or more promise for improving our understanding of choices made and our ability to provide programs which will meet varying needs. There are three approaches to the analyses of leisure activity patterns which have received only minimal attention in the past. Two examine activity and demand patterns from the perspective of grouping behaviors or attitudes (similar to those discussed above). The third looks at different dimensions of leisure activities, focusing on activity level and place of participation rather than the subject of the activity.

Clustering Individuals with Similar Activity Patterns:

Earlier research looked at patterns of activities. The present research examines groups of individuals with similar activity patterns in an attempt to identify: (1) the nature of patterns which are similar and the size of the groups who have similar patterns; and (2) ways in which groups with similar patterns differ from other groups in the population. Results of these analyses should help policy makers in focusing their programs to appropriate subgroups using a relevant strategy.

Historical Activity Patterns:

In most social research the single best predictor of behavior is past behavior. The choice of leisure activities is not an exception to this rule. But beyond predictive power, an individual's leisure activity history has substantial theoretical interest. The role of habit, previous exposure, early training, and changing status may all be reflected in an historical description of participation levels. While the data available here are not comprehensive, they provide sufficient information to warrant a thorough search for potential contributions to both theoretical and policy objectives. Of particular interest is a description of new versus continued participation and comparisons of new participation across individual and types of activities. These analyses may provide the clearest indicator of relative change in participation levels.

Alternative Dimensions of Leisure Activity

Thus far the discussion has been directed toward examining participation in specific activities or groups of activities and has not introduced other dimensions of leisure activity. As part of the conceptual development of this work, two other major cross-cutting dimensions have been examined. They are activity level, characterized by a dichotomy of active and passive participation, and activity location, again dichotomized into home and away from home.

Activity Level: Passive participation exists when the participant is the receiver or observer of the output of other people or structures. Watching TV, going to a concert and reading are examples of passive participation. Doing the activity is active participation. It includes such leisure activities as painting, playing an instrument, jogging and playing with your children. Descriptively, it would be necessary to know if there are groups of individuals who have distinctive active or passive leisure activity patterns, if these patterns cut across art and non-art activities, and if appearance in a distinctive pattern on this dimension is indicative of other individual characteristics. Conceptually it may be possible to develop grounded hypotheses about the causes of appearance in a particular pattern from an examination of the patterns and their correlates. From a policy-making perspective, the results of these analyses could provide valuable insights into approaches most effective in reaching particular kinds of audiences or groups of people.

Activity Location: Another question with broad implications is where people pursue leisure activities. As the most general level this dimension may be dichotomized into home or away from home. Patterns of potential interest are those involving people who spend most of their leisure time with home activities versus those who pursue their leisure away from home. Also, the pursuit of arts related activities in home versus away environments has significant implications for policy decisions.

The combination of active/passive, home/away and arts/non-arts activities provides a substantial potential for analysis in terms of policy-related issues. There are four types of leisure behavior patterns possible in dichotomizing the first two dimensions as the following figure portrays:

Figure 1.1

	Active	Passive
Home	art non-art	art non-art
Away	art non-art	art non-art

Identifying individuals in each category and subsequently determining if there are any other characteristics associated with category membership can be extremely useful both in understanding how leisure patterns develop and in designing policies which can be directed toward specific subgroups in the population.

Adding the additional dimension of art and non-arts activities depicted within the cells, focuses the policy directly toward the poicy interests of the Endowment. As a case in point, older people with a desire to increase arts related activities, tend to be home oriented. In order to reach this audience a different approach is needed than might be appropriate for younger more away-oriented individuals.

While the data available in this study do not permit a comprehensive examination of these issues, substantial effort has been put into providing basic analyses and policy oriented information which could be used as both practical input and to support further research.

Methodological Approach

Leisure Activity Categories

The foregoing discussion of policy and conceptual issues described in the framework for developing both a methodological approach for collecting relevant data and the subsequent analyses of those data. The following will briefly describe the methodological approach used in operationalizing those issues so that relevant data could be collected.

Because the selection of arts related leisure activities is made within the context of the entire range of potential leisure activities, an attempt was made to approximate that spectrum in the design of the data collection instrument.[6] A list of about 150 leisure activity categories was collapsed into a "manageable" list of 45 categories covering all types of leisure activities. These activities are divided into two basic categories conforming to the primary objectives of the study. The first type, arts related activities, consists of 22 categories which roughly conform to the divisions within the National Endowment for the Arts.[7] (See Figure 1.2.) The remaining 23 categories represent all other types of leisure activities. It is evident in this division that non-arts activities are far more collapsed than are the arts related activities. This reflects the focus of the study and the desire to obtain as specific information as practical for making policy decisions. At the same time non-arts categories are narrow enough to permit useful comparisons of activity patterns including both types of activities.

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[6] The questionnaire is reproduced in Appendix A.

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[7] Numbers to the left of activities represent the order of presentation in the questionnaire.

Figure 1.2

Leisure Activity Categories Used in the Study

Art-Related Activities

		Home/ Away	Active/ Passive
17.	Going to symphony or chamber concerts	A	P
18.	Going to an opera	A	P
13.	Going to choral concerts	A	P
25.	Singing in or playing for a chorus, choir, or other singing group	A	A
14.	Going to jazz concerts	A	P
16.	Going to folk/ ethnic concerts or festivals	A	P
24	Playing an instrument in a group or for your own entertainment or taking music lessons	H/A	A
10.	Painting, drawing, making sculpture, doing graphic art, taking photographs (as art) or making films yourself	H/A	A
11.	Doing crafts	H/A	A
12.	Taking art classes in painting, sculpture, graphics, film, or crafts	A	A

Non-Arts Activities

		Home/ Away	Active/ Passive
4.	Watching regular TV programs day and night except sports and news	H	P
21.	Listening to radio broadcasts of all other music	H	P
22.	Listening to recordings	H	P
15.	Going to rock or country and western or rhythm and blues concerts	A	P
19.	Going to fairs and carnivals	A	P
28.	Going to the movies	A	P
6.	Watching sports on TV or listening on radio	H	P
32.	Going to watch sports in person	A	P
35.	Playing competitive sports	A	A
37.	Jogging, weight lifting or other exercise program	H	A
33.	Camping, hiking, backpacking, hunting, fishing, etc.	A	A

Figure 1.2 (Continued)

Leisure Activity Categories Used in the Study

Art-Related Activities

	Home/ Away	Active/ Passive
30. Going to a ballet or modern dance performance	A	P
31. Going to a folk dance performance	A	P
26. Going to theater performances	A	P
27. Acting in plays or musicals, performing in a dance group, taking lessons in either, or providing behind the scene support	A	A
2. Writing novels, stories, plays or poetry, or taking classes in writing	H/A	A
7. Visiting painting, graphic arts, photography or sculpture exhibits	A	P
8. Vising craft exhibits	A	P
9. Touring buildings, etc., for design or historic value or visiting history, science or technical museums	A	P
20. Listening on radio or watching on TV classical music, opera or dancing	H	P

Non-Arts Activities

	Home/ Away	Active/ Passive
40. Picnicking, visits to parks, zoos, nature walks, or driving a car for pleasure	A	A
42. Playing with your children	H	A
36. Playing indoor activities or games with friends and/or family	H/A	A
41. Visiting with friends or family members, writing letters, talking to friends on the phone, etc.	H/A	A
34. Going to church or doing other church-related activities	A	A/P
44. Playing with pets	H	A
1. Reading (fiction, books, periodicals, and non-fiction)	H	P
5. Watching news and information programs on TV or reading in newspapers and news/magazines	H	P
43. Do-it-yourself activities or hobbies	H	A
45. Sitting and thinking, day-dreaming	H	A

Figure 1.2 (Continued)

Leisure Activity Categories Used in the Study

Arts-Related Activities

	Home/ Away	Active/ Passive
23. Watching performances of jazz on TV or listening on the radio	H	P
29. Listenint to radio broadcasts, your own reordings or watching TV productions of plays or poetry	H	P
3. Taking classes or attending lectures on art history, literature, etc., or belonging to a literature club	A	P

Non-Arts Activities

	Home/ Away	Active/ Passive
38. Charity, volunteer, social service, or political organization activities	A	A
39. Fraternal organization or club activities	A	A

The other dimensions of leisure activity were incorporated into the development of categories and subsequent analyses. These were: (1) Home/Away; and (2) Active/Passive. The Home/Away dimension is relatively straight forward with ambiguities occurring only for activity categories that could be done in either locality. Active/Passive participation follows the definition presented above. Activity categories are distinguished on these dimensions in Figure 1.2. There are 14 Home and 25 Away activities. Six are indeterminant. There are 19 activity categories defined as Active and 25 defined as Passive, with one indeterminant.

Participation and Desire for Increased Participation

Operationalization of the various conceptual and policy issues for purposes of data collection was accomplished by constructing a set of basic questions which were answered for each of the 45 activity categories. The data matrix created by this approach provides a relatively complete overview of past, current, and future desires for specific leisure activities.[8] The following issues are addressed:

(A) Perceived availability of each activity in the vicinity of each respondent;

(B) General level of childhood (younger than 18) participation in the activity;

(C) Adult participation history;

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[8] APPENDIX A, Parts I and II

(D) Level of participation during the past year;

(E) Desire for increased participation;

(F) Barriers to increased participation;

(G) Cost of participation during the past year (for relevant activities);

(H) Distance traveled to participate in each relevant activity during the past year; and

(I) The person(s) most often participated with.

Additional questions were asked about handicaps which would limit leisure participation, the total amount of leisure time available, and vacation time. Finally, information on individual SES and demographic characteristics were collected.

Data Collection Procedures

Data were collected in a self-administered mail survey of a probability sample for the 13 southern states.[9] Initial contact was made by telephone and those agreeing to cooperate were sent questionnaires in the mail. A total of 3,196 questionnaires were delivered to potential respondents and 1,684 were returned completed.[10] Thus, the sample for analyses reported here is 1,684.

While the return rate of 52.7 percent is generally considered good for a general population survey of this length, follow-up procedures were initiated to estimate bias in the results. These procedures consisted of follow-up telephone interviews of 298 individuals who did not cooperate with the initial request for cooperation and 302 individuals who failed to return completed surveys after agreeing to cooperate. In addition, weighting was used to correct for biases in the proportion of respondents in four major demographic variables, income, education, race, and sex.[11] The weighted results are within +1.3 and -2.6 percent of the 1976 population values across 20 categories of the four variables. Thus, in this regard the sample is very close to the population it represents.[12]

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[9] See APPENDIX B for a detailed description of sampling and survey procedures.

[10] See APPENDIX B for a detailed description of returns.

The original telephone interviews used a small sample of questions from the original questionnaire. The results of these interviews indicate that the general survey may slightly underestimate the amount of arts related leisure activity participation, although it is extremely difficult to develop a precise indicator of the degree of error which may exist.[13] Generally, the results of the mail survey seem more stable than the telephone results, which seem to fall within expected ranges.

If the return rate for the mailed survey had been close to 100 percent for a sample of 1,684, it would have been possible to estimate the amount of sample error to be within ± 2.4 percent at the .05 level. The lower return rate could increase that error rate substantially.[14] However, the weighting procedure will reduce error due to non-response bias insofar as (1) responses are related to the corrected variables (a condition demonstrated in the results chapters) and (2) the proportions of variable categories in the returned sample are different from population values toward which they are being adjusted. As the analysis narrows to focus on subpopulations, the level of error increases because sample size is smaller. Thus, in Chapter 4 we discuss only those people who indicated a desire to increase participation which, for some activities, may reflect only 200 of the survey respondents (disregarding weighted N's). In these instances one must be careful in interpreting small percentage differences. Results in Chapters 2 and 3 focus on total sample results[15] and are therefore more reliable and capable of revealing much smaller population differences. A discussion of the differences between "important" and "statistically significant" differences is presented in Chapter 2, and reminders are inserted throughout as the cell sizes change for different analyses.

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[11] The weighting results in a much larger reported N for the sample in much the same way that finding a lowest common denominator operates. Thus the weighted N used for most analyses is 66071. N's used in Tables reflect weighting and are very large. The best estimate of sample N is the proportion times 1684, but even this is somewhat misleading because of the weighting which has taken place.

[12] See APPENDIX C for a description of the weighting approach and results.

[13] Results of the follow-up interviews are reported in detail in APPENDIX D, along with a more detailed discussion of the problem of bias in returns.

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[14] Using techniques suggested by Cochran (Sampling Techniques, New York: John Wiley, 1977, pp. 359-363) confidence limits could be as high as ± 20 percent. However, while the techniques used to calculate these limits are precise, the assumptions made about a specific data set are much less precise and other factors must be considered, for example, weighting and other error estimates like follow-up interview results. See APPENDICES C and D.

[15] The exceptions to this rule are the analysis of differences between clusters (in both chapters) and the analysis of individuals with a strong desire to increase participation.

Presentation of the Survey Results

The results of a survey of this magnitude cannot be completely described in a single report. In this report we shall focus on four major factors of the data: (1) a description of basic answers to questions about current participation, desire to increase participation and barriers to the desired increase; (2) the historical antecedents to current and desired leisure behavior; (3) the patterns of leisure behavior and styles of leisure participation; and (4) socioeconomic and demographic predictors of current leisure behavior and leisure activities which people desire to increase.

Each chapter follows essentially the same organizational structure. Chapter 2 first describes the general levels of current participation for all desired activities. A structural analysis is then performed which first describes how activities are grouped together in the entire population and then describes groups of individuals who exhibit similar leisure activity patterns (clusters). The leisure activity structural analyses then proceeds to a description of the historical patterns of leisure participation and finally describes SES/demographic predictors of both individual activities and clusters. Chapter 3 follows precisely the same format in presenting results of individuals' expressed desire to increase participation in various leisure activities. Finally, Chapter 4 describes the barriers identified by those wanting to increase participation. This chapter first describes the general selection of barriers, then the relationship of historical and current participation to barrier selection, and finally the relationship of SES/demographic variables to barrier identification. This basic text and accompanying tables are followed by 12 technical appendices and detailed tables referenced throughout the text.

CHAPTER 2

A Description of Leisure Activity Participation

Many of the primary objectives of this report concern the description of participation rates for arts related and non-arts leisure activities. In the earliest stages of development a number of descriptive "hypotneses", based on earlier research and "common knowledge" about certain types of leisure behavior, were formulated and used as guides for the development of the questionnaire. The purpose of these "hypotheses" was to ensure that certain basic information was included in the survey and to provide a basis for comparing the results of this study with earlier surveys and with some of our commonly-held beliefs about leisure behavior in general and arts related leisure behavior in particular.

While the results presented in this report are not centered around these "hypotheses", several of them do provide a useful point of departure for our description of current leisure participation in the South. Among the more general predictions were: (1) that arts related activities would trail non-arts activities in terms of level of participation and in the level of demand for increased participation (Chapter 3); (2) that participation and desire to increase participation would be related to SES and demographic characteristics, particularly education, age, and income; (3) that individuals living in smaller communities would have lower participation in arts related activities and lower demand for increased participation; (4) that race would be related to the types of activities chosen and interest in increasing participation; (5) that occupation groupings would predict leisure choices; (6) that the identification of barriers to increased participation would be related to certain SES and demographic characteristics, e.g. that distance would be more likely to be a barrier in smaller communities, that crowds would be a larger barrier among the elderly, and that cost would be a more important barrier for the poor (Chapter 4); and (7) that the best predictor of future behavior would be past behavior. Our report does not focus on these "hypotheses" specifically, but each is addressed in some way in this and the following two chapters. Not unexpectedly, each is also supported to a greater or lesser degree. This support does not provide significant new insights into leisure participation and demand patterns in the South, but it does show the commonality of leisure participation across the whole country and it adds greatly to the credibility of the overall results of the survey.

The remainder of this chapter will provide a detailed description of current reported leisure participation patterns in the South. We shall proceed from general participation levels to the patterns of leisure participations to the historical and SES/demographic predictors of current leisure behavior.

General Participation Levels

General participation levels for each leisure activity group have been aggregated in two ways. The first, shown in TABLE 2.1, is to identify the number of different people who have participated in an activity during the previous 12 months. This approach does not take into account the level of participation of each individual. The second approach, used in TABLE 2.2, includes the level of participation by showing the average number of hours in a week or times in a year that respondents have participated in the activity. While these results are based on the same set of responses, the relative differences in participation levels, based on rankings of activities for each approach, show significant variations.

Arts related activities are listed on the first page[1] of TABLE 2.1. As shown here, activities with the lowest participation rates are acting and performing (5.3%) and going to an opera (5.7%).[2] At the other extreme, participation in arts related activities approaches 50% for listening on the radio or watching on TV performances of classical music, opera or dancing (49.6%), visiting craft exhibits (48.7%), and touring buildings or visiting museums (47.6%). Overall, larger proportions of the people in the South are likely to have participated in passive arts related activities (27%) than in active pursuits (19%).

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[1] This ordering of activities will be used in all subsequent tables which list all leisure activities.

[2] Short names for activities are used in the text. Full descriptions are contained in the questionnaire (APPENDIX A).

Arts types, grouped on the basis of divisions within the National Endowment for the Arts, also show some interesting differences. Dance activities - going to ballet (9.3%) or folk dance (8.5%), performance (8%) or performing in a dance group (5.3%)[3] are clearly the least popular types of activities. On the other hand, visiting art and craft exhibits (visual arts) or museums, and watching/listening to music (classical or jazz) or theater on the TV/radio (media) are the most popular arts related activity types.

The second page of the TABLE provides a remarkable contract. Only five of the non-arts related leisure activities were pursued by less than 50% of the population during the previous 12 months. Five activities were pursued by over 80% of the population. Several interesting comparisons to arts related activities are possible. For example, more people watch sports in person (52.4%), or play with pets (50.1%), than engage in any single arts related activity. Media related activities like watching regular television programs (89.8%), watching sports on TV (75.8%), and obtaining news and information through TV, newspapers and news magazines (93.1%), command an enormously larger audience than do arts related media events such as classical music (49.6%), jazz (35.5%) and theater or poetry (38.1%) in the same media.

All of these contrasts are presented somewhat more simply in the ranking shown in the right-hand column of each page. From these rankings it is clear that non-arts related activities far outweigh the

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[3] This last figure includes acting and related activities as well.

TABLE 2.1

Proportion of Individuals Participating in Each Leisure Activity During the Previous Twelve Months

		% Participating in Last 12 Months	Ranking of % Participation
17.	Going to symphony or chamber concerts.	16.5	38
18.	Going to an opera.	5.7	44
13.	Going to choral concerts.	40.4	23
25.	Singing in or playing for a chorus, choir, or other singing group.	21.0	33
14.	Going to jazz concerts.	12.5	39
16.	Going to folk/ethnic concerts or festivals.	18.1	35
24.	Playing an instrument in a group or for your own entertainment or taking music lessons.	17.1	36
10.	Painting, drawing, making sculpture, doing graphic art, taking photographs (as art) or making films yourself.	26.2	30
11.	Doing crafts.	37.7	25
12.	Taking art classes in painting, sculpture, graphics, film, or crafts.	9.0	42
30.	Going to a ballet or modern dance performance.	9.3	41
31.	Going to a folk dancing performance.	8.5	43
26.	Going to theater performance.	25.6	31
27.	Acting in plays or musicals, performing in a dance group, taking lessons in either, or providing behind the scene support.	5.3	45
2.	Writing novels, stories, plays, or poetry, or taking classes in writing.	16.8	37
7.	Visiting painting, graphic arts, photography or sculpture exhibits.	33.7	28
8.	Visiting craft exhibits.	48.7	20
9.	Touring buildings, etc. for design or historic value or visiting history, science or technical museums.	47.6	21
20.	Listening on radio or watching on TV classical music, opera, or dancing.	49.6	19
23.	Watching performances of jazz on TV or listening on the radio.	35.5	27
29.	Listening to radio broadcasts, your own recordings or watching TV productions of plays or poetry.	38.1	24
3.	Taking classes or attending lectures on art history, literature, etc., or belonging to a literature club.	11.5	40

TABLE 2.1 Continued

		% Participating in Last 12 Months	Ranking of % Participation
4.	Watching regular TV programs day and night except sports and news.	89.8	3
21.	Listening to radio broadcasts of all other music.	85.2	4
22.	Listening to recordings.	76.9	7
15.	Going to rock or country and western or rhythm and blues concerts.	35.8	26
19.	Going to fairs and carnivals.	62.7	14
28.	Going to the movies.	70.9	12
6.	Watching sports on TV or listening on radio.	75.8	9
32.	Going to watch sports in person.	52.4	16
35.	Playing competitive sports.	23.3	32
37.	Jogging, weight lifting or other exercise program.	46.4	22
33.	Camping, hiking, back-packing, hunting, fishing, etc.	56.9	15
40.	Picnicing, visits to parks, zoos, nature walks, or driving a car for pleasure.	78.0	6
42.	Playing with your children.	50.1	18
36.	Playing indoor activities or games with friends and/or family.	67.5	13
41.	Visiting with friends or family members, writing letters, talking to friends on the phone, etc.	92.4	2
34.	Going to church or doing other church-related activities.	74.1	10
44.	Playing with pets.	52.1	17
1.	Reading (fiction books, periodicals, and nonfiction).	82.2	5
5.	Watching news and information programs on TV or reading in newspapers and news/magazines.	93.1	1
43.	Do-it-yourself activities or hobbies.	76.9	7
45	Sitting and thinking—day-dreaming.	71.6	11
38.	Charity, volunteer, social service, or political organization activities.	29.8	29
39.	Fraternal organization or club activities.	20.8	34

the arts related activities in terms of the number of people who engage in each activity. These rankings may help to mask any biases which could have developed as survey respondents attempted to put their best collective foot forward in answering the questions presented in the survey; i.e., they tend to overshadow any possible biases due to the "social desirability" of responding positively to questions about arts related participation. Only one of the arts related activities, listening to or watching classical music or dance on radio or TV (ranked 19), falls into the top 20 of all leisure activities.

TABLE 2.2 presents results in terms of the amount of each activity pursued. Because some activities, such as painting, are pursued regularly, respondents were asked to describe their participation levels in terms of the number of hours in an average week over the past year. Other activities, such as attending symphony concerts, are more periodic. Consequently, respondents were asked to present participation levels in terms of the number of times the activity was pursued during the past 12 months. Thus, TABLE 2.2 has two sets of activity levels and rankings, both presented as mean (average) values. The reader whould be careful in attempting to compare activity levels across the different measurement techniques because they represent an entirely different approach.

For the six arts related leisure activities measured in average hours per week, none is pursued at a level above two hours. As was true when the number of participants was considered, the most popular activity in this group was a passive, at-home activity: listening to radio broadcasts, or watching TV productions of classical music, opera or dancing (1.95 hours per week). The second most popular was pursuing plays or poetry through radio, recordings or on TV (1.78 hours per week). The four other active, but largely home activities, measured in this way were pursued at an average of about one hour or less. In contrast, the single most popular activity was watching regular television programs which occupied the people of the South an average of almost 15 hours per week. This figure does not include sports, information (news) or arts related television viewing. The second most popular activity was listening to the radio, which took up an average of over nine hours per week.[4] Various news/

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[4] This figure in particular should be interpreted very carefully because radio listening tends to be an activity which is often combined with other activities, both leisure and non-leisure (e.g. driving to work or doing housework). For the same reason the total average hours per week for all activities, just over 87 hours, is not a realistic figure for determining how much leisure time is available. A figure of about 55 hours, obtained in the answers to a more direct question on this issue is probably much closer to an overall population average. This figure contrasts with an average 45 hours reported as working time. The difference between 55 and 87 can be accounted for in terms of overlap activities, e.g. radio listening, and what we feel may be a slight inflation of activities with low participation levels. This exaggeration occurs when an activity pursued only a few times in a year may be given an arbitrary weekly score of one hour or 1/2 hour rather than be completely ignored because there wasn't a more accurate way to include it in the answer. On the average, it appears as though respondents tried to include all activities they pursued rather than eliminate some which were pursued relatively infrequently. This measurement problem is the reason that both number of participants and level of participation are reported.

TABLE 2.2
Average Level of Participation for Each Leisure Activity During the Previous 12 Months

		Mean # of Hours Per Week	Ranking of Hours Per Week	Mean # of Times Per Year	Ranking of Times Per Year
17.	Going to symphony or chamber concerts.			.49	15
18.	Going to an opera.			.09	21
13.	Going to choral concerts.			3.37	5
25.	Singing in or playing for a chorus, choir, or other singing group.	.79	22		
14.	Going to jazz concerts.			.38	17
16.	Going to folk/ethnic concerts or festivals.			.43	16
24.	Playing an instrument in a group or for your own entertainment or taking music lessons.	.90	21		
10.	Painting, drawing, making sculpture, doing graphic art, taking photographs (as art) or making films yourself.	1.09	18		
11.	Doing crafts.			8.23	2
12.	Taking art classes in painting, sculpture, graphics, film, or crafts.			.52	14
30.	Going to a ballet or modern dance performance.			.22	18
31.	Going to a folk dancing performance.			.19	19
26.	Going to theater performance.			.89	12
27.	Acting in plays or musicals, performing in a dance group, taking lessons in either, or providing behind the scene support.			.18	20
2.	Writing novels, stories, plays, or poetry, or taking classes in writing.	.57	23		
7.	Visiting painting, graphic arts, photography or sculpture exhibits.			1.28	11
8.	Visiting craft exhibits.			2.11	7
9.	Touring buildings, etc. for design or historic value or visiting history, science or technical museums.			2.02	8
20.	Listening on radio or watching on TV classical music, opera, or dancing.	1.95	15		
23.	Watching performances of jazz on TV or listening on the radio.			2.37	6
29.	Listening to radio broadcasts, your own recordings or watching TV productions of plays or poetry.	1.78	16		
3.	Taking classes or attending lectures on art history, literature, etc., or belonging to a literature club.			.59	13

TABLE 2.2 Cont.

Average Level of Participation for Each Leisure Activity

		Mean # of Hours Per Week	Ranking of Hours Per Week	Mean # of Times Per Year	Ranking of Times Per Year
4.	Watching regular TV programs day and night except sports and news.	14.73	1		
21.	Listening to radio broadcasts of all other music.	9.38	2		
22.	Listening to recordings.	4.57	8		
15.	Going to rock or country and western or rhythm and blues concerts.			1.60	9
19.	Going to fairs and carnivals.			1.45	10
28.	Going to the movies.			6.56	3
6.	Watching sports on TV or listening on radio.	3.92	9		
32.	Going to watch sports in person.			4.96	4
35.	Playing competitive sports.	.91	20		
37.	Jogging, weight lifting or other exercise program.	1.68	17		
33.	Camping, hiking, back-packing, hunting, fishing, etc.			9.37	1
40.	Picnicing, visits to parks, zoos, nature walks, or driving a car for pleasure.	2.50	12		
42.	Playing with your children.	6.18	4		
36.	Playing indoor activities or games with friends and/or family.	2.08	14		
41.	Visiting with friends or family members, writing letters, talking to friends on the phone, etc.	5.60	6		
34.	Going to church or doing other church-related activities.	3.11	11		
44.	Playing with pets.	2.17	13		
1.	Reading (fiction books, periodicals, and nonfiction).	5.63	5		
5.	Watching news and information programs on TV or reading in newspapers and news/magazines.	7.82	3		
43.	Do-it-yourself activities or hobbies.	5.04	7		
45.	Sitting and thinking—day-dreaming.	3.37	10		
38.	Charity, volunteer, social service, or political organization activities.	.93	19		
39.	Fraternal organization or club activities.	.47	24		

information seeking activities took about eight hours per week. All of these activities are passive and done largely at home. Among active leisure pursuits, playing with children (6.2 hours), visiting with friends and family (5.6 hours) and do-it-yourself activities (5 hours) were most popular. The rankings again show the relatively low level of arts related leisure activities.

Among activities measured in terms of the number of times the activity was pursued in the previous year, the pattern is similar. Despite containing a predominant number of such activities, arts related pursuits occupy only one of the top four rankings. This one exception to the general rule is doing crafts, which ranks second with an average of 8.2 times per year per respondent.[5] This compares with camping, hiking, etc., which was done an average of 9.3 times per year. Ten other arts activities were pursued less than one time per person in the past year.

Taken together, the two TABLES just described present data which seem to verify descriptive hypotheses presented during the development of this research which predicted that non-arts activities would dominate both the number of participants and the time devoted to leisure activities by the total population in the South. These results also parallel findings in similar studies of leisure activities when considered from a static perspective. Later analyses will address the issues of growth among the various leisure activities.

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[5] There was considerable difficulty in determining whether to present this activity in terms of hours per week or times per year. The high variances in the distribution of answers reflects this difficulty. It seems unlikely, however, that given the average of 8.2 times per year and even assuming eight hours of participation for each time, that doing crafts would have been substantially different than painting if the question had been answered in hours per week and averaged over the entire sample. In our example, 8.2 X 8 = 65.6 hours per year, divided by 52 weeks, equals approximately 1.26 hours per week.

One exception to the general rule was the strong position of crafts.[6] While the set of activities which constitutes what we have called "crafts" does not dominate other more popular leisure pursuits, it does seem to have a relatively large role in the leisure pattern of the South, both actively and passively. Opera and dance, on the other hand, are very lightly pursued léisure activities.

The perspective taken in the analysis to this point is comparative. This perspective obviously makes arts related activities appear to occupy an inferior position. The same figures, interpreted in an absolute framework, may take on an entirely different character. The fact that about 1/4 of the population in the South reported having been to a theater performance in the last 12 months or a third having visited an art exhibit or almost 1/2 having visited a craft exhibit may be taken as an indicator of the strength of the arts in the South. It is difficult, however, to attach meaning to such figures in the absence of contrasting indicators such as previous history or participation levels in other parts of the country. The former comparisons will be made at a later point in this report. The latter, will have to await later, more comparable data than are currently available.[7]

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[6] An apparent exception is attendance at choral concerts. However, later analyses will show that much of this activity is closely related to church activities rather than as purely art related pursuit.

[7] Comparisons across different surveys, conducted at different points in time, using different procedures - particularly different ways of asking questions - are always tenuous. It is tempting to take a study like Americans and the Arts to draw sweeping comparative generalizations. While the reader is free to do such analyses, they will not be pursued here because we feel they be more misleading than helpful.

The Structure of Participation

The general participation levels for individual activities presented in the first two tables provide useful information about the relative and absolute position of arts related leisure time utilization. However, these descriptions do little to increase our understanding of the selection of leisure activities and the context in which such selections are made. This understanding can be informed by examining participation data in two ways.

First, the overall association of participation in different subsets of leisure activities can suggest how people view and select activities to fill leisure time. Previous research on leisure activity, particularly "audience studies", suggests that people may have specific interest areas.[8] Thus, knowing that individuals attend symphony concerts means they are more likely to attend ballets, operas and the theater. But there is little evidence suggesting overall patterns across all possible leisure activities. Describing this pattern and discussing its implications for understanding the selection of leisure activities is the objective of the first part of the structural analysis.

Second, within overall patterns are groupings of individuals who exhibit similar activity patterns. The overall pattern shows general trends in the total population, but does so at the expense of information about people whose activity pattern cuts across these basic groups. There are presumably individuals who attend both symphonies and football games, just as there are people who focus on only a single major activity type. Once all leisure activities have been reduced to basic dimensions, using a statistical technique called factor analysis, it is possible to identify the specific patterns exhibited by groups of individuals in the population. Using another process, called cluster analysis, ten different groups of individuals each exhibiting a highly similar leisure activity pattern, have been identified. The distribution of individuals across these groups provides direct information about the popularity of each set of activities. Subsequent analysis of differences between these groups along other dimensions, e.g. demographics, will provide further data on the characteristics and possible explanations through existence of particular activity selections.

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[8] For example Andreason, Alan R. and Russell W. Belk, Consumer Response to Arts Offerings: A Study of Theater and Symphony in Four Southern Cities, February, 1978, and Dimaggio, Paul, Michael Useem and Paula Brown, The American Arts Audience: Its Study and Its Character, Cambridge, Mass.: Center for the Study of Public Policy, 1977.

The Factor Structure of Leisure Activity in the South

Ten-Factor Solution: Factor analysis is a mathematical technique for resolving a "set of variables linearly in terms of a small number of categories of 'factors.'"[9] In this instance the input to the analysis is a correlation matrix showing the degree of association between the amount of time spent on each activity during the previous year.[10]

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[9] Harmon, Harry H., *Modern Factor Analysis*, Chicago, Il.. University of Chicago Press, 1960, p. 4.

[10] In order to provide a common base for this analysis, activities measured in terms of "times per year" participation were converted to hours. This conversion was accomplished by arbitrarily assuming that the average participation took about 4 hours. Thus, if a respondent said that she/he attended a symphony concert 8 times during the previous year, the total participation was 32 hours. Activities measured in hours per week were simply multiplied by 52. While this technique certainly produced some individual inaccuracies, its overall impact, using a correlational analysis, probably did not bias results. This is because the correlation technique measures relative changes in the level of activity across subjects rather than absolute values. It is also more intuitively satisfying than using data based on two different scales.

All of the 45 activity types are included in this analysis. The correlation matrix, showing the degree of association between each possible pair of activities, is reproduced in Appendix F. The specific objectives of this analysis were two-fold. First, it is important to determine if the structure of leisure activities in the South follows expectations based on theoretical considerations and prior research. Both the theoretical and the empirical approaches suggest the grouping of substantially similar activities, such as the arts or sports. Second, in order to perform more important analyses for this study, describing groups of individuals with similar activity patterns (the cluster analysis), it was first necessary to reduce the number of variables into smaller meaningful sets of activity categories.

A variety of solutions to the problem of identifying the appropriate number of factors was tried before settling on the ten-factor solution presented here.[11] The eigen values and proportion of explained variance for each factor in the ten-factor solution is presented in **TABLE** 2.3.

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[11] The principal components technique as presented in the PAS-1 program of the Statistical Package for the Social Sciences (SPSS), (Nye, et al. New York: McGraw-Hill Publishing Co., 1975) was used in this analysis. Initial analyses used an eigenvalue of 1 (see Harmon, Chapter 9) as the rotation cut-off point. This produced a 15-factor solution accounting for 52.9% of the total variance. The ten-factor solution cut off at an eigenvalue of 1.16 accounting for 41.1% of the variance. While the former solution might normally have been presented, the facts that: (1) the additional factors did not add significantly to the substantive understanding of the results; (2) the 15- and ten-factor solutions had nine common factors; and (3) the subsequent cluster analysis routine would accommodate only ten variables; led to a decision to present that solution. The additional factors suggested by the 15-factor solution are described on pages 45 and 46. Varimax rotation was used in both analyses.

TABLE 2.3

Eigen Values and Proportion of Variance Explained for the Ten-Factor Solution of the Factor Analysis of the Level of Participation During the Previous 12 Months

		Eigen Value	Proportion of Explained Variance
1.	Performing Arts Attendance	4.15	10.0 %
2.	Popular Low Energy Entertainment	2.14	6.1
3.	Visual Arts	1.78	4.0
4.	Home-Oriented Active Pursuits	1.61	3.6
5.	Television	1.55	3.4
6.	Sports	1.34	3.0
7.	Active Music	1.31	2.9
8.	Folk Activities	1.26	2.8
9.	"Undefined"	1.22	2.7
10.	Religion and Religious Music	1.16	2.6

Factors, major item loadings and a brief discussion of each factor follow:[12]

Factor I - Performing Arts Attendance

Item	Loading
Going to an opera (18)	.65
Going to a symphony or chamber concert (17)	.60
Going to theater performances (26)	.51
Visiting (art) exhibits (10)	.43
Going to a (dance) performance (30)	.37

This factor obviously describes that facet of leisure time associated with passive away from home arts related activity. It provides a verification of previous research showing that individuals engaged in one type of arts related activity often engage in others. Of special interest is the absence of high loadings of active and home arts related activities on this factor. There appears to be a difference between the active and passive arts participator and between those who pursue their arts activities at home and away from home.

Factor II - Popular Low Energy Entertainment

Item	Loading
Listening to all types of popular music on radio (21)	.57
Listening to records (22)	.53
Visiting friends, etc. (41)	.48
Going to the movies (28)	.45
Day-dreaming (45)	.42

This factor is comprised of primarily passive and popular kinds of activities. Outside of television, it might be described as a kind of typical American leisure activity dimension. The focus is low cost and somewhat media oriented. Activities are generally indoor, low energy and slightly oriented to music.

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[12] A complete reproduction of loadings on all factors by all activities is provided in APPENDIX F.

Factor III - Visual Arts

Item	Loading
Visiting (art) exhibits (7)	.58
Visiting craft exhibits (8)	.48
Touring buildings and visiting history or technical museums (9)	.41
Painting, etc. (10)	.35
Taking art classes (12)	.30
Doing crafts (11)	.27

The visual arts weight very heavily in the passive aspects of this factor and are important as active elements for the three items with somewhat lower loadings. Visiting historical and technical museums is part of the visiting exhibits focus of this factor. However, the three lesser loading items indicate a relatively strong relationship between doing and observing the visual arts.

Factor IV - Home-Oriented Active Pursuits

Item	Loading
Do-it-yourself activities (43)	.43
Writing novels, poetry, etc. (2)	.41
Picnicking, visiting parks, etc. (40)	.37

While the three items loading highest on this factor are somewhat incongruous substantively, they have a common bond in their orientation toward individually active leisure pursuits. The somewhat low loadings indicate that the activities probably do not often occur to the exclusion of other activities. Playing with children and visiting friends and relatives also have moderate loadings (.32 and .29) on this factor. All five items give the factor a decidedly family/home orientation, although the active (versus passive) focus remains the overwhelming element. Individuals exhibiting this pattern are "doers" in a home environment.

Factor V - Television

Item	Loading
TV and newspaper information (5)	.74
TV and radio sports (6)	.42
Regular TV programs (4)	.42

Despite the diversions of newspapers and radio in these items, it seems clear that this factor is one of the most substantively unidimensional in this analysis. It is oriented heavily toward the most popular aspects of television viewing, prime-time programs, news and sports.

Factor VI - Sports

Item	Loading
Playing competitive sports (35)	.62
Jogging, etc. (37)	.42
Going to watch sports (32)	.27
Playing indoor games (36)	.28

This factor portrays a generally active focus on sports. In addition to the four items listed, a more moderate (.24) loading exists for watching sports on TV.

Factor VII - Active Music

Item	Loading
Playing an instrument (24)	.70
Singing (25)	.37

While containing only two items, which raises some questions about its reliability, this factor represents a clear indication of a distinct group oriented toward taking an active role in music. One moderately loading item, going to symphony concerts (.27), extends the strength of the tie to music although it is passive rather than active.

Factor VIII - Folk Activities

Item	Loading
Going to folk/ethnic festivals (16)	.46
Going to a folk dance performance (31)	.43
Going to fairs and carnivals (19)	.37

Moderate loadings on these activities reflecting folk related and some traditional family oriented activities make up the eighth factor. The factor is oriented toward passive participation and away from home activities, thereby seeming to indicate folk activity as entertainment.

Factor IX - "Undefined"

Item	Loading
Theater and poetry on TV or radio (29)	.59
Attending rock or C&W concerts (15)	.31
Listening to popular music on radio (21)	.23

Factor IX is one of those observed behavioral phenomena that almost defies classification. Watching Hamlet (one of the examples used in the item) does not seem to be conceptually related to attending rock or country and western concerts. On the other hand, listening to popular music on radio and attending popular music concerts do exhibit the kind of substantive connection which might be predicted.[13] This pattern may reflect a crossover between traditional "high culture" activities and popular culture. A significant group in the population may perceive "high culture" through the media while getting popular culture "live". A second possible explanation is that this factor reflects actual leisure behavior and may be indicative of cross pressures in the selection of leisure activities. A married couple, for example, can have differing leisure interests but engage in similar behaviors reflecting both interest areas. Another possible explanation centers around availability. Popular concerts are often available where live presentations of plays or poetry readings are not available. Thus, live entertainment needs are met with popular music concerts and other needs are realized through television and radio.

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[13] It is interesting to note that both the eight- and 15-factor solutions show a very similar factor, combining the three activity groups found here. Thus, this result is not a fluke of the particular rotation solution used, but something reflecting a distinctive behavioral pattern. It has been suggested that somewhat ambiguous wording in item 29 could be one explanation for the appearance of the "undefined" factor. The confusion would arise in an interpretation which perceives listening to radio of any type. However, given the context of the item it is difficult to imagine that a large number of respondents would make this interpretation.

Factor X - Religion and Religious Music

Item	Loading
Attending church (34)	.51
Singing in chorus or other group (25)	.35
Attending choral concerts (13)	.30

This factor clearly identifies a group interested in church and church related musical activities. Although moderate loadings indicate the probable absence of a large group dedicated to these pursuits, the pattern does reflect a distinct church oriented leisure pattern.

This solution, ten-factor, to the structure of leisure activities is probably indicative of a diverse set of forces which influence the activities people actually pursue. While there are tendencies showing a kind of substantive grouping of activity patterns, these patterns are not very strong. The influence of cross-pressures, such as family differences, availability and other barriers to participation probably play a large role in reducing the "logical" consistency of the patterns. Another factor is the probable existence of a significant number of people who have diverse leisure interests. Our earlier example of someone who attends both football games and symphony concerts may be indicative of a relatively popular pattern of leisure activity. The "cluster analysis" to be described below will provide further evidence of the existence of this mixed pattern of leisure activity.

The 15-Factor Solution: The further breaking out of participation factors resulting from rotating 15 factors in the analysis helps to identify six distinct groups of activities, but does not contradict the 10-factor solution. Nine of the 10 factors appear in the 15-factor solution as well. The additional factors identified in the larger solution serve to highlight smaller groups of activities which show both substantive and behavioral logic. The new factors are:

1. A do-it-yourself factor consisting of the crafts and do-it-yourself items. This factor seems to identify activities that may define hobbyists rather than craft artists.

2. A literature factor consisting of writing and taking classes or belonging to a literature club items.

3. A literate artist factor whose adherents seem to distinctly reject popular culture activities like popular music concerts and fairs and carnivals. The highest positive loadings occur on the reading, and taking art classes and visiting art exhibitions (although the latter items have only very moderate loadings).

4. This sports factor includes attendance at sports events (a passive activity) and a combination of active outdoor activities (camping, hiking, etc.). As distinguished from the previous sports factor, this factor seems to identify the football watching/hunting enthusiast stereotype.

5. This is a service factor which loads on two items; charity and similar activities, and fraternal organization membership. It seems to be high on active and away from home dimensions.

6. The final distinctive factor in the 15-factor solution is another difficult to characterize grouping of picnicking, etc., watching jazz on TV, and listening to or watching classical music on radio or TV. This factor may identify people who have families and who can only afford musical entertainment in the home.

Despite providing some distinctive activity groupings, the additional factors identified in the larger solution add little to the "explained" variance - accounting for an average of 2.3% each.

The conclusion that activity patterns show a general substantive cohesion, but that other reasons play a large (if not larger) role in the actual selection of leisure behavior seems to remain valid. However, the structure of leisure activities, while showing general patterns across the population of the South, does not distinguish specific patterns of leisure activity for population subgroups. That is, it does not answer questions about how many people pursue which type or types of activities. In the next section, a technique called cluster analysis will be used to translate the structure of leisure activities described above into groups of individuals with similar activity patterns.

Population Subgroups with Similar Leisure Activity Patterns

Cluster analysis is a statistical technique which groups individuals who have similar patterns across a group of variables or charactristics, i.e., it is used "to spearate objects into groups such that each object (individual) is more like other objects in its group than like objects outside the group."[14] This approach assumes no prior Information on group definition.

Because of computer program limitations it was not possible to analyze all of the 45 leisure activity groups used in the survey. For this reason the previously described factor analysis was used to reduce the 45 groups into 10 independent factors made up of activities with related participation patterns. Each survey respondent was then assigned a score (factor score)[15] which indicates the degree to which the individual's leisure activity pattern corresponds to that represented by the factor. For example, a high score on factor I, Performing Arts Attendance, indicates that the individual extensively participates in performing arts attendance leisure activities. A low score indicates low participation. The cluster analysis identifies people with similar factor scores on one or any combination of the factors. Results presented below will show groups with both narrow, single factor, activity patterns and broad, two or more factor, activity patterns. Because the specific program used, the Howard-Harris Heirarchial Grouping Routine, was limited to 10 groups, that is the number identified here. Coincidentally, the objective criteria normally used in limiting the number of clusters created would have produced a ten-cluster solution as well. Our intent was to identify as many clear and distinct leisure behavior patterns as possible. As will be seen in the results presented below, at least one result of the limitations of the analytic techniques was an inability to specifically identify a substantively coherent leisure activity pattern of a significant proportion of the population. This may have been the result of limitations in the analytic techniques, particularly the need to use factor analysis to reduct the number of variables (thereby losing specificity), or it may be an accurate presentation of a large number of leisure activity patterns which are so diverse that they show none of the expected patterns. However, whatever may be happening in the general cluster, the more specific clusters represent relatively stable groupings of individuals who do have definite leisure patterns in common.

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[14] Green, Paul E. and Donald S. Tull, Research for Marketing Recessing, 2nd Ed., Englewood Cliffs, J.N., Prentice Hall, Inc. 1970.

A more detailed narrative description of the cluster analysis program used in this report is presented in APPENDIX L.

[15] Factor scores are a function of an individual's response to each of the items in the analysis. The more the respondent's pattern of responses is like the loadings on the factor the higher the factor score. If the individual has a different set of interests, the factor score will be low.

TABLE 2.4 provides the basic results of the cluster analysis. Values in the table show mean factor score values for the group on each of the ten factors. A higher positive value indicates individuals in that group participate in the activities associated with the factor. Values near zero indicate less participation in those activities, while negative values indicate extremely low or no participation. The second cluster, for example, has a high value (centroid) for factor I, Performing Arts Attendance, and for no other factor. This indicates a group with a fairly concentrated leisure participation pattern directed toward this type of activity. They are relatively homogeneous in this pattern. Cluster 3 has a very high value for factor VII, Active Music, and somewhat lower values for factors I, II and X. This group seems to have a somewhat broader based activity pattern which centers on active participation in musical leisure pursuits.

TABLE 2.5 presents descriptive titles for each of the clusters

TABLE 2.4

CLUSTER CENTROID VALUES FOR EACH PARTICIPATION FACTOR

	FACTOR (BY NUMBER)									
Clusters* (In the order formed)	I	II	III	IV	V	VI	VII	VIII	IX	X
1.	-.17	-.23	-.14	-.27	-.29	-.10	-.04	-1.4	-.09	-.10
2.	3.36	-.34	.09	-.28	-.20	-.14	.02	.04	.08	.22
3.	1.32	.89	.16	.21	-.32	-.32	5.26	.16	-.16	1.00
4.	-.12	-.13	-.07	.04	1.29	-.16	-.09	-.09	-.09	.09
5.	.33	.67	.06	.67	.18	.39	-.18	-.33	4.72	.33
6.	-.20	.15	.37	.04	.41	2.57	.20	-.04	.02	.17
7.	.30	.02	2.12	.13	.14	-.06	-.35	-.06	.12	.49
8.	.00	2.67	.04	.65	.16	.25	.12	-.10	.08	-.41
9.	.35	.10	.08	-.07	-.11	.25	-.11	1.73	.09	-.10
10.	-.24	.21	-.14	.68	-.10	-.17	-.09	-.09	.06	.04

*Values show mean factor score for group on each factor. Values nearer zero indicate the group participates little in the specified activity group. Higher positive scores show participation. Higher negative scores show more extreme non-participation. Underlined values mark those which were used in defining (naming) the cluster.

TABLE 2.5

Participation Clusters

Short Name Cluster	Proportion of the Population in Cluster*	Active/ Passive	Home/ Away
1. Undirected	50.5%	-	-
2. Performing art attendance	2.7	P	A
3. Active music/ performing arts	1.1	A	H/A
4. Television	11.1	P	H
5. Plays/poetry on radio, records and TV; popular music	1.1	P	H/A
6. Active sports	3.2	A	H/A
7. Visual arts	4.9	P/A	A/H
8. Home media, family and friends	3.1	P/A	H
9. Folk	5.9	P	A
10. Active individual and family activities	15.9	A	H

along with the proportion of respondents in each cluster and a characterization of the cluster on active/passive and home/away dimensions. Nine of the ten clusters, accounting for just under half of the sample respondents, are characterized by relatively definite activity patterns. Individuals in the first cluster, however, do not demonstrate a pattern strongly related to any of the factors. This group probably consists of individuals who have an extremely varied activity patterns, i.e., they don't do anything a lot. The negative values (TABLE 2.4) show areas where they are even less likely to be involved, e.g. home oriented active pursuits (-.27) and television (-.29).

The second cluster is a relatively small group (2.7%) whose leisure time focus centers on attending performing arts activities, e.g. symphonies, opera, theater, and dance. This group then is passively and away from home oriented.

The third cluster has a much more varied pattern which centers on active music, singing or playing an instrument, as well as performing arts, religious music and some family/home oriented activities. This pattern emphasizes active participation somewhat more and includes both home and away from home activities. A comparison of the second and third clusters reveals an interesting distinction between two types of people likely to attend performing arts activities; one being passively interested and the other showing a more active orientation.

The fourth cluster shows a substantial group in the population (11.1%) who seem largely devoted to watching television in their leisure time. The interesting aspect of this group is more the absence of other factors than the value of the centroid.

The fifth cluster is very small, 1.1% of the sample, and has a leisure pattern which is heavily devoted to the ninth factor which was so difficult to define in the earlier analysis. The second and fourth factors, both oriented toward home and family type activities are also related. One might characterize the people in this cluster as most likely to spend their leisure activities at home with family and friends, but taking occasional nights out in the form of popular music concerts.

A slightly larger proportion of the population (3.2%) falls into what is best characterized as the sports cluster (cluster 6). The individuals have high mean factor scores on the active sports (competitive sports, jogging, etc.) factor with apparently few outside interests. A notably low mean value exists for the visual arts factor (-.37).

The seventh cluster is best described in terms of an orientation toward the visual arts. This group is distinguished from the arts oriented groups who focus on performing arts and active music. The three clusters (2, 3, and 7) accounting for 8.7% of the population, make up the arts oriented segment of the population. With the exception of the third cluster, which is primarily oriented toward playing musical instruments or singing in groups, there is little crossing between art dimensions - performing, visual arts, and active participation.

Another small group (3.1%) in the population is composed of those primarily oriented to home media entertainment, but not including television. Listening to radio and records are the major items.

Going to the movies and visiting friends are others. There is also an indication of some time spent pursuing active oriented activities, e.g. do-it-yourself and writing.

Almost six percent of the population shows a relatively strong adherence to "folk" related activities. These activities include folk and ethnic festivals, folk dance performances, and fairs and carnivals. While a group with this orientation might be expected, its isolation from other groups is not an obvious outcome.

The final cluster is composed of individuals moderately oriented toward active home and family leisure pursuits. These include do-it-yourself, writing, playing with children, and picnicking. This group includes a significant proportion of the population (15.9%) and is interesting primarily because of its apparent close relationship to the first (and largest) cluster and a moderate negative inclination to participate in arts related activities. However, the writing and do-it-yourself emphasis suggests a creative dimension in this particular pattern. Taken together these non-media non-arts oriented groups comprise almost two-thirds (50.5% and 15.9 %) of the total population of the South. Of course, one must be careful not to read too much into this finding. The negative relationship to arts activities does not mean that these groups never attend symphonies, visit art exhibits, or paint. A more reasonable interpretation is that they do these activities only sporadically and with perhaps a very wide variety of motivations.

Not surprisingly, the largest specifically oriented leisure activity group are those who watch television (cluster 4). Perhaps more surprising is the second largest focused group, those interested in folk activities (cluster 9, 5.9%). The arts oriented groups (clusters 2, 3, and 9) comprise 8.7% of the population which may be interpreted as high or low depending on the perspective one wants to assume. Clearly, these are not the only people who participate in arts related activities. They are, however, the group which probably comprises the "hard core" of arts enthusiasts. It is interesting to note that arts related activities are pursued by three distinctive groups, one primarily focused on performing arts, one primarily focused on visual arts, and one (a small 1.1% of the population) exhibiting a more eclectic approach to arts activities.

In the next Section we examine cluster membership in terms of socio-economic and demographic predictors. These analyses may help us to understand how the "hard core" arts enthusiasts differ from individuals interested in other areas and those with no particular focus in leisure activity selection.

Prediction of Cluster Membership: The analysis presented here seeks to identify differences based on patterns of leisure activity. With the exception of the large "undirected" first cluster, each of these groups represents a unique pattern of leisure time utilization; as such, it is a series of choices which are more representative of a leisure style than is a single leisure choice. The "undirected" cluster itself describes about half the population of the South in terms of an eclectic pattern of leisure behavior. Thus, comparison of clusters across individual demographic or socio-economic indicators provides a clearer picture of the relationships and possibly impact of these factors on leisure behavior choices.[16]

TABLE 2.6 shows differences between men and women on cluster membership. The most dramatic difference is on cluster 1 where 54.5% of the men and only 40.4% of the women are members. This suggests women are significantly more likely to have a focused leisure activity pattern. Virtually all of this difference is found in a reversal of their proportions on cluster 10, where individuals also have a somewhat general leisure orientation but tend to focus on home and family oriented activities. Both groups seem not to be art oriented. As expected, men are more likely to be sports oriented (cluster 6) and women are more oriented toward the visual arts, choral music and church (cluster 7). The remaining clusters are relatively balanced. Thus, while sex plays a predictable role for two small clusters, differences on the large clusters (1 and 10) are somewhat more difficult to explain beyond the expected home role for women.

The impact of age is somewhat predictable based on intuitive expectations of individual activities (TABLE 2.7). Increasing age is associated with greater proportions in passive type activity patterns. In cluster 4, television, there is a relatively steady increase from the youngest to the oldest categories. Similarly, sports involvement (cluster 6) decreases with age. Two special patterns occur on clusters 1 and 8. In the former it is the youngest group which is least likely to exhibit the "undirected" pattern. For the latter

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[16] These analyses are not causal. They are suggestive of possible causal relationships. Their greatest value is in identifying leisure patterns for significant segments of the target population

TABLE 2. 6

Participation Cluster Membership by Sex

		male	female
1.	Undirected	54.4 %	40.4 %
2.	Performing Arts Attendance	1.2	2.2
3.	Active Music /Performing Arts	2.2	0.9
4.	Television	12.2	12.8
5.	Plays/poetry on radio, records and TV; popular music	2.3	1.5
6.	Active sports	5.6	1.7
7.	Visual arts	2.4	6.0
8.	Home media, family and friends	3.3	3.9
9.	Folk/Fair	6.6	6.4
10.	Active individual and family activities	9.8	24.3

TABLE 2.7

Participation Cluster Membership by Age

	18-29	30-39	40-49	50-64	65 +
1. Undirected	36.5 %	47.0 %	55.1 %	57.8 %	45.5 %
2. Performing Arts Attendance	1.4	2.4	1.5	0.5	3.7
3. Active Music, Performing Arts	2.2	1.8	1.2	0.1	0.7
4. Television	5.8	13.0	13.6	19.3	16.4
5. Plays/poetry on radio, records and TV; popular music	2.6	0.8	2.6	0.7	2.7
6. Active sports	7.6	2.7	1.3	0.9	0.4
7. Visual Arts	3.5	3.3	4.6	6.1	4.7
8. Home media, family and friends	9.0	2.4	1.5	0.0	0.5
9. Folk	7.8	6.6	6.3	4.7	6.5
10. Active individual and family activities	23.5	19.8	12.4	9.8	19.1

cluster, it seems to be the younger group which is more likely to have a focus on home media (popular music or radio, listening to records) and more traditional features like movies and visiting with friends. This could be a function of lack of money or it could be influenced by other characteristics of the group.

There is also a U-shaped function in cluster 10. Individuals in this cluster are somewhat undirected, but do show a slight focus on home active type leisure patterns, including writing, do-it-yourself activities and playing with children. It could be that the oldest group focuses most heavily on the do-it-yourself aspects,[17] while the younger groups focus more on children. Unfortunately, there is no way to directly test this hypothesis.

TABLE 2.8 shows the distribution across groups differing on the number of children in the family. There are, somewhat surprisingly, few significant differences associated with the number of children. While some changes do occur, they do not form a steady trend following the number of children. The only large difference occurs in cluster 10 where playing with your children is one of the important activities in the factor. Here the expected difference between those with and without children does occur. Differences in clusters exhibiting distinct home/away differences which may be thought to be related to the number of children a family must care for, do not occur.

Some differences are related to race (TABLE 2.9). Blacks are significantly more likely than Whites or others[18] to belong to the

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[17] See TABLE 2.29 on the proportion of retired people who pursue do-it-yourself activities.

[18] The "other" group constitutes about 4% of our sample.

TABLE 2.8

Participation Cluster Membership by Number of Children

	none	one	two	three or more
1. Undirected	46.2 %	42.6 %	52.3 %	40.1 %
2. Performing Arts Attendance	2.6	1.5	2.2	0.9
3. Active Music, Performing Arts	2.6	0.1	1.0	0.2
4. Television	12.5	13.8	7.6	15.7
5. Plays/poetry on radio, records and TV; popular music	2.7	1.0	1.3	2.8
6. Active sports	4.2	4.5	2.2	3.2
7. Visual Arts	4.0	3.0	3.5	3.3
8. Home media, family and friends	4.5	4.5	2.4	2.9
9. Folk	6.2	5.2	7.7	5.7
10. Active individual and family activities	14.6	23.8	19.7	25.0

TABLE 2.9

Participation Cluster Membership by Race

	black	white	other
1. Undirected	40.2%	48.1%	35.1%
2. Performing Arts Attendance	1.5	1.8	0.8
3. Active Music, Performing Arts	0.4	1.7	0.5
4. Television	20.9	11.6	6.5
5. Plays/poetry on radio, records and TV; popular music	4.5	1.6	0.0
6. Active sports	5.5	2.8	9.9
7. Visual Arts	0.8	4.6	10.4
8. Home media, family and friends	4.5	3.7	0.0
9. Folk	7.2	6.1	12.3
10. Active individual and family activities	14.4	17.9	24.4

television cluster (20.9% to 11.6% to 6.5%). In a similar pattern Blacks are more likely to engage in arts related activities through the media (cluster 5). These clusters are similar in that both are oriented to home type activities. Following this pattern, Blacks are much less likely than Whites to fall into the visual arts cluster (7) which is an away from home pattern. Sports (cluster 6), particularly active sports, is one pattern where Blacks are more likely to appear and in which there is an away from home orientation.

In general, Blacks are the lowest participants in arts-related clusters (though not necessarily in arts because of the large undirected group) and highest in clusters with a home orientation.

TABLE 2.10 seems to accent the question of availability. Clusters 2, 3, and 7, all arts-oriented and away from home, show relatively steady declines as community size becomes smaller. One factor in this lack of concentrated (as opposed to undirected) arts participation in smaller communities could be insufficient opportunity to pursue such activities.[19] This interpretation is supported by the higher proportions of small town and rural residents who appear in the undirected cluster. A similar pattern occurs in the sports cluster, which is oriented toward competitive sports.

Differences across religious affiliation are marked if not readily explainable. (TABLE 2.11) Those professing no religious affiliation, for example, are much more likely to be in the "undirected" (cluster 1) or unusually directed[20] (cluster 9) groups. Those who claim other than

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[19] Although other factors, like education levels and historical patterns are surely involved.

[20] The combination of popular music concerts, television and performing arts.

TABLE 2.10

Participation Cluster Membership by Community Size

	500,000+	100,000-499,999	10,000-99,999	2,500-9,999	rural
1. Undirected	41.4 %	46.1 %	45.1 %	51.1 %	51.2 %
2. Performing Arts Attendance	3.7	2.2	1.8	0.3	0.5
3. Active Music, Performing Arts,	3.7	1.0	1.2	0.0	0.6
4. Television	13.0	10.1	14.4	12.3	13.0
5. Plays/poetry on radio, records and TV; popular music	2.6	0.2	1.5	2.8	2.7
6. Active sports	5.0	3.7	3.7	1.4	2.3
7. Visual Arts,	5.1	6.2	5.5	1.8	2.6
8. Home media, family and friends	3.0	6.7	5.1	1.2	1.9
9. Folk	6.0	5.5	5.1	10.3	6.0
10. Active Individual and family activities	16.5	18.3	16.5	18.9	19.1

TABLE 2.11

Participation Cluster Membership by Religion

	Catholic	Protestant	Other	None
1. Undirected	41.4 %	47.8 %	32.3 %	55.3 %
2. Performing Arts Attendance	2.1	1.3	16.5	0.4
3. Active Music, Performing Arts	0.4	1.6	1.8	0.0
4. Television	12.2	13.8	4.4	0.6
5. Plays/poetry on radio, records and TV; popular music	2.9	1.8	1.1	0.0
6. Active sports	4.1	2.5	15.8	2.9
7. Visual Arts,	5.3	4.2	3.2	4.7
8. Home media, family and friends	3.5	3.4	8.0	7.8
9. Folk,	4.9	6.3	2.4	14.9
10. Active individual and family activities	23.2	17.3	14.4	13.3
Weighted Sample Percentages	14.3	78.3	2.7	4.7

dominant Catholic and Protestant religious affiliations are more likely to appear in either the performing arts or sports clusters. These groups, "none" and "other", are at most minority positions, however, and differences between the major groups are generally small.

In the earlier analyses treating one activity at a time, there were distinct patterns which usually showed higher proportions of participants among those with more education. The present analysis differs in that it shows distributions within education groups reading down each column which are then compared across the groups (comparisons are then made across rows). Thus each education level has high and low proportions and figures do not (cannot) increase across groups as they did previously. Differences reflect differences in activity groups or styles of leisure activity. In this context there are several notable differences associated with education level.

TABLE 2.12 shows interesting distribution differences for those exhibiting the "undirected" leisure pattern. It is the most dominant pattern in all groups, but is much more likely to occur among the lowest education group (52.9%) and the two highest groups (56.5% and 72.8%). The middle groups are all below 50%. The differences in this cluster are accentuated for the lowest education group when the other less directed cluster (10) is included. Almost 77% of the 8th grade group falls into these two clusters. In contrast to cluster one however, the tenth cluster shows a steady decline in the proportion of participants as education level increases, i.e., more highly educated individuals are less likely to exhibit the active family/ home pattern than those with less education. At the risk of over-

TABLE 2.12

Participation Cluster Membership by Education

	to 8th	8+ not grad HS	grad HS	some college	grad 4 year college	post grad	PhD
1. Undirected	52.9 %	42.6 %	45.3 %	47.6 %	44.4 %	56.6 %	72.8 %
2. Performing Arts Attendance	0.2	0.6	0.4	1.3	9.4	4.0	6.1
3. Active Music, Performing Arts,	2.2	0.0	1.4	2.4	2.8	1.2	0.0
4. Television	9.0	20.4	12.9	11.6	8.3	7.3	0.0
5. Plays/poetry on radio recores and TV; popular music	6.1	4.2	1.9	1.0	0.5	0.0	0.0
6. Active sports	0.0	1.5	3.9	4.8	2.4	4.2	6.6
7. Visual Arts,	2.2	2.0	3.1	4.9	10.6	5.6	7.2
8. Home media, family and friends	0.0	3.0	4.5	3.7	0.7	1.8	0.0
9. Folk	3.4	6.4	7.8	4.2	7.3	7.6	7.3
10. Active individual and family activities	24.0	19.4	18.9	18.5	13.7	11.6	0.0

interpreting the data, it appears that the more educated groups are more likely to pursue away from home activities, to include the undirected cluster, while less highly educated are more likely to stay home. The similarity in proportion on cluster 1, for high and low categories, probably refelcts a lack of concentration in a particular area rather than high similarity in the particular activities chosen.

Among more specifically directed clusters there are distributions which support this interpretation and others which reflect expectations related to the individual activity analysis. Cluster 5, for example, shows that the lowest two education groups are more likely to pursue the media arts, popular music activities, than are individuals with more education. Similarly, the active music cluster has uneven, but not regularly patterned, participation across education levels. This may reflect the potential for both at home and away pursuit of this activity and the religious orientation of the pattern. In contrast, the other two arts-oriented patterns, performing arts (2) and visual arts(7), do show education level distinctions. Both are more likely to be pursued by the three and four highest education category individuals than by the lower groups. Both categories are more likely to be pursued away from home. It is possible to generalize, therefore, that arts oriented activities are more likely to be pursued at home by lower education groups and away from home by higher education groups. This pattern may reflect differences in income (the away activities are generally more costly), attendance habits developed in college, longer participation histories resulting from differences in parents' level of education (which tends to be intergenerationally related), or some combination of these factors.

Some support for the impact of income is provided in TABLE 2.13. There is a slight association between income level and membership in cluster 2, performing arts, and a similar, though uneven relationship in cluster 7, visual arts. In the latter group the smooth trend is broken by the particularly high membership in the $8,000 to $10,000 income group (8.3%). Among home oriented arts related activities the pattern across income groups is generally irregular. Probably the clearest reflection of an income/education association appears in cluster 10, where membership proportions generally decrease with increasing income (following the education pattern).

The final analysis in this series looks at differences across groups in different occupational categories. This analysis permits comparisons both of the various occupational groups and the three general groups, including "housewives", "retired persons" and "students". TABLE 2. 14 presents these results and this breakdown provides some interesting distinctive patterns not present or suggested in previous results.

The proportion of persons in the "undirected" pattern varies widely across occupation groups with the largest proportion (73.9%) among "farmers" and the smallest (37.9%) among "housewives". For "housewives" the low proportion in this leisure pattern is somewhat offset by a high proportion (31.3%) who belong to cluster 10 (the active family/home pattern), which is also somewhat undirected.

TABLE 2.13

Participation Cluster Membership by Income

	to 5000	5001-8000	8001-10000	10001-12000	12001-15000	15001-20000	20001-30000	over 3000
1. Undirected	33.4%	42.8%	35.8%	46.5%	46.0%	51.0%	55.0%	54.4
2. Performing Arts Attendance	1.4	0.4	1.6	0.8	0.7	1.8	1.8	5.9
3. Active Music, Performing Arts,	2.1	1.2	0.0	1.3	2.7	0.7	1.1	3.2
4. Television	17.0	14.1	13.7	10.5	7.7	14.9	10.9	10.8
5. Plays/poetry on radion, records and TV; popular music	4.2	1.0	0.0	5.5	1.1	0.8	1.5	1.3
6. Active sports	1.8	2.4	2.3	2.9	4.4	2.7	5.0	4.3
7. Visual Arts,	1.4	4.1	8.3	5.0	3.4	4.0	5.3	6.7
8. Home media, family and friends	2.9	6.9	5.0	2.8	2.9	3.0	3.3	1.4
9. Folk	7.1	6.8	6.1	7.4	9.0	7.7	3.2	5.0
10. Active individual and family activities	28.7	20.2	27.2	17.2	22.0	13.3	12.8	7.0

TABLE 2.14

Participation Cluster Membership by Occupation

	Professional	Sales & Clerical	Blue Collar	Farming	Service Work	Housewife	Retired	Students
1. Undirected	54.3 %	50.7 %	46.3 %	73.9 %	43.6 %	37.9 %	42.6 %	44.3 %
2. Performing Arts Attendance	3.1	1.1	0.0	0.0	3.9	1.8	1.0	3.2
3. Active Music, Performing Arts,	3.3	0.0	0.6	0.0	3.4	0.9	0.0	2.3
4. Television	9.2	10.5	15.2	9.9	14.5	12.3	28.3	3.3
5. Plays/poetry on radio, records and TV; popular music	0.0	0.2	5.0	0.0	0.0	1.0	2.3	3.7
6. Active sports	4.7	2.2	3.9	0.0	4.9	2.0	0.0	6.1
7. Visual Arts,	4.7	6.4	1.1	0.0	1.1	6.6	4.0	4.9
8. Home media, family and friends	2.4	3.8	6.6	0.0	7.4	1.9	0.9	7.3
9. Folk	7.9	5.1	8.1	5.8	6.9	4.5	3.1	9.8
10. Active individual and family activities	10.3	19.9	13.1	10.4	14.3	31.3	17.8	15.0

A second very noticeable pattern occurs in the television cluster. While most occupation groups pursue this activity with more or less similar frequency, for retired persons over one quarter (28.3%) have television watching as their major leisure pattern. In contrast, it is the dominant pattern for only 3.3% of the students.

Arts related clusters also have interesting differences, although at much lower participation rates. Relative differences across occupation groups are much higher, however. The performing arts pattern seems to be the domain of three groups, professionals (3.1%),[21] service workers (3.9%), and students (3.2%). "Housewives", with 1.8% in this cluster, seem to represent the probable distribution of their husbands split between professional and other occupation groups. The relative differences within the cluster are reflected in the fact that more than three times as many professionals and service workers are likely to be in this cluster as sales and clerical workers, blue collar workers, or retired persons. Virtually the same pattern exists for a second arts related cluster, active music, performing arts, and religious music (cluster 3). While the educational and probable income distributions may partially explain the higher membership rates among professionals in these clusters, the explanation for service workers is less obvious. Even such alternatives as social association patterns and status for professionals do not seem to be relevant for the service workers.[22]

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[21] In this analysis the white collar workers were separated into two groups, professionals and sales and clerical. Differences between these groups in several clusters demonstrate the efficacy of this division. Conceptually, the distinction is based on educational and social status differences between groups based on doctors, lawyers, professors, accountants, and engineers, on the one hand, and salesmen, businessmen and office workers on the other.

The media arts, popular music, home/family activity, cluster (5), which represents the third arts related cluster, has a very different pattern. For this cluster the highest participant group is the blue collar worker (5.0%). After students, retired persons are also prominent. This pattern is consistent with lower education and income levels found in earlier analyses of this cluster. The students could belong to the cluster both because of their interest in the arts and their much higher interest in popular music.

The final arts related cluster, visual arts, choral music, church (7), provides still another variation. For this cluster it is sales and clerical workers, and housewives, who have the highest proportions of participants (6.4% and 6.6% respectively). Professionals (4.7%) and students (4.9%) follow, but are almost equaled by retired persons (4.0%). Service workers (1.1%), blue collar workers (1.1%) and farmers (0.0%) are the low groups. At least part of the explanation for this pattern is the somewhat eclectic character of the activities in the cluster. The combination of visual arts, choral music and religion admits a variety of individuals who might be unrelated in a more narrowly defined activity group (as is true for the individual activities that constitute this cluster - see TABLE 2.29. For example, high housewife membership may be attributable to craft activities. The fact that visual arts are largely cost free activities is another factor which could induce broader participation.

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[22] This category includes cleaning workers, food handlers, health workers, personal service workers, and protective service workers. In terms of real jobs, maids, janitors, cooks, bus boys, waiters, orderlies, dental assistants, bell boys, barbers, hairdressers, firemen, policemen, etc.

However, prior to proceeding to the analyses of individual activities, we shall examine individual activities in terms of social and historical patterns of participation.

Social Participation Patterns

The questionnaire pursues three additional aspects of current participation: (1) the cost of participation (where applicable); (2) the distance traveled to participate; and (3) the social structure of participation (i.e., with whom the respondents do the activity). Responses to the first two questions showed a considerable amount of variances and also a significant number of non-responses. This may indicate a lack of reliability in the answers. Until a more careful analysis of these data is possible and corroborating data are compared, it was decided to present the simple frequency distribution on both cost and distance traveled (APPENDIX G) without comment.

Responses to the question on "person(s) most often participated with", on the other hand, were much more frequently and apparently reliably answered and data are presented in TABLE 2.15. Generally, the pattern of social participation follows expectations for activities where such preconceptions are most feasible. For example, reading is an activity pursued alone by over 87% of the population; so are writing (77.8%) and day-dreaming (94.9%).

Among arts related activities there are several interesting and non-obvious patterns. For example, performing arts activities pursued using media (radio, TV, records) are done alone for a significant plurality of the participants (from 44.8% to 47.6%). This may be a reflection of the fact that radio, in particular, is often a secondary activity done in conjunction with other things, e.g. doing housework or driving to work (alone). It also forms a contrast to attendance at events presenting similar live entertainment where spouses and friends comprise the largest groups.

Only two of the arts related activities have pluralities as family activities. They are "going to choral concerts (33.2%) and touring buildings and museums (35.9%). Museum visits are a traditional family activity. Choral concerts are probably family related because of the strong relationship with religious activities. There are also several arts related performance activities which are not family (as opposed to spouse) or children oriented. These are attending symphony or chamber concerts (a total of 15.8%), jazz concerts (14.9%), theater performances (15.5%), and ballet (21.9%). Actually, no arts related activity is children oriented. Opera, with 9.7%, is the highest in this entire group.

Some other activities are friends oriented. Among these are singing or playing in a chorus (44.2%) and acting (47.4%). These are of interest because they are active participation leisure pursuits that are not spouse oriented. Other similar active pursuits, like painting, crafts, or playing an instrument seem to be primarily (over 50%) solitary activities.

There are no distinctions over all activities between arts and non-arts activities with regard to social participation patterns. Children comprise a small percentage of the focus of all activities (except playing with children). Other activities are mixed. Active

TABLE 2.15
Distribution of Social Participation Pattern for Each Leisure Activity

		alone	family	spouse	children	friends
17.	Going to symphony or chamber concerts.	17.1	11.7	33.4	4.1	33.7
18.	Going to an opera.	19.1	20.7	25.1	9.7	25.4
13.	Going to choral concerts.	13.9	33.2	22.0	4.1	26.9
25.	Singing in or playing for a chorus, choir, or other singing group.	24.5	18.0	11.6	1.8	44.2
14.	Going to jazz concerts.	15.9	9.2	24.3	5.7	44.9
16.	Going to folk/ethnic concerts or festivals.	15.2	24.7	25.8	5.0	29.3
24.	Playing an instrument in a group or for your own entertainment or taking music lessons.	60.7	4.0	6.9	5.2	23.3
10.	Painting, drawing, making sculpture, doing graphic art, taking photographs (as art) or making films yourself.	56.7	14.8	9.6	3.1	15.7
11.	Doing crafts.	72.3	2.6	7.0	3.7	14.5
12.	Taking art classes in painting, sculpture, graphics, film, or crafts.	53.7	2.6	8.8	5.7	29.1
30.	Going to a ballet or modern dance performance.	22.1	15.2	26.9	6.7	29.1
31.	Going to a folk dancing performance.	18.8	21.8	26.3	5.3	27.7
26.	Going to theater performance.	6.1	11.7	40.6	3.8	37.8
27.	Acting in plays or musicals, performing in a dance group, taking lessons in either, or providing behind the scene support.	25.8	4.5	17.3	5.0	47.4
2.	Writing novels, stories, plays, or poetry, or taking classes in writing.	77.8	0.9	4.9	0.2	16.3
7.	Visiting painting, graphic arts, photography or sculpture exhibits.	18.7	21.4	23.5	4.4	32.0
8.	Visiting craft exhibits.	15.3	23.7	23.8	6.9	30.3
9.	Touring buildings, etc. for design or historic value or visiting history, science or technical museums.	11.5	35.9	25.6	4.0	23.0
20.	Listening on radio or watching on TV classical music, opera, or dancing.	47.6	20.4	23.6	2.9	5.6
23.	Watching performances of jazz on TV or listening on the radio.	44.8	17.6	26.8	1.9	8.8
29.	Listening to radio broadcasts, your own recordings or watching TV productions of plays or poetry.	46.6	20.9	24.3	3.7	4.5
3.	Taking classes or attending lectures on art history, literature, etc., or belonging to a literature club.	54.8	2.5	7.0	2.7	32.9

TABLE 2.15 Cont.

		alone	family	spouse	children	friends
4.	Watching regular TV programs day and night except sports and news.	20.2	42.7	26.4	4.4	6.3
21.	Listening to radio broadcasts of all other music.	47.1	22.8	17.8	3.6	9.1
22.	Listening to recordings.	42.6	23.8	21.6	3.5	8.4
15.	Going to rock or country and western or rhythm and blues concerts.	6.2	11.2	31.8	3.1	47.6
19.	Going to fairs and carnivals.	4.4	46.3	18.6	7.9	22.9
28.	Going to the movies.	6.6	24.6	35.8	6.1	26.9
6.	Watching sports on TV or listening on radio.	21.8	32.4	27.3	4.2	13.8
32.	Going to watch sports in person.	11.2	22.9	29.2	7.1	29.6
35.	Playing competitive sports.	15.2	10.7	7.1	3.3	63.6
37.	Jogging, weight lifting or other exercise program.	66.0	5.3	7.6	2.1	19.0
33.	Camping, hiking, back-packing, hunting, fishing, etc.	10.7	35.6	19.5	5.6	28.5
40.	Picnicing, visits to parks, zoos, nature walks, or driving a car for pleasure.	9.2	44.8	21.7	4.8	19.5
42.	Playing with your children.	19.1	48.9	11.4	19.0	1.6
36.	Playing indoor activities or games with friends and/or family.	4.5	28.0	18.9	6.2	42.4
41.	Visiting with friends or family members, writing letters, talking to friends on the phone, etc.	24.1	37.5	19.9	4.0	14.5
34.	Going to church or doing other church-related activities.	15.8	48.1	20.8	5.7	9.6
44.	Playing with pets.	52.9	24.7	12.8	6.6	3.0
1.	Reading (fiction books, periodicals, and nonfiction).	87.1	2.5	6.3	3.7	0.1
5.	Watching news and information programs on TV or reading in newspapers and news/magazines.	25.7	32.9	35.5	1.5	4.5
43.	Do-it-yourself activities or hobbies.	75.4	7.4	11.2	1.8	4.4
45.	Sitting and thinking—day-dreaming.	94.9	2.3	2.0	0.3	0.6
38.	Charity, volunteer, social service, or political organization activities.	47.4	6.7	12.5	1.5	31.6
39.	Fraternal organization or club activities.	45.2	3.9	9.4	0.6	40.8

(as opposed to passive) pursuits are generally individual oriented, i.e.performed alone. Notable exceptions are the social outdoor activities like camping, etc., and picnicking, etc.

Historical Participation Patterns

The foregoing discussion has focused on leisure activity during the 12 months prior to answering the questionnaire. Further questions were also asked about participation at earlier times. Specifically, the fact of participation in each activity was pursued for the period between the 18th birthday and one year prior to receiving the questionnaire, and prior to the 18th birthday as well. Analyses of these historical participation patterns may suggest several different types of useful information. First, the historical pattern is likely to be suggestive of future participation. Second, the historical pattern can suggest the degree to which some activities are less than annual pursuits. Third, the pattern reveals the proportion of "new" participants in each leisure activity. Finally, it is possible to infer declining activities by examining previous, current and new participation levels (although this may be the most tenuous of extensions). The following three tables provide data relating to each of these types of information.

TABLE 2.16 presents results of historical participation levels broken into four distinctive (not overlapping) periods - Before 18; After 18, but not in the past 12 months; last 12 months, but not since 18 (the new participants); and Both since 18 and last year. The third and fourth columns constituted the previous 12 months' participants in each activity.

Numbers equal percentages of those who answered positively in each historical participation category. Before 18 participation was defined in a separate question so individuals can appear both there and in one of the other three columns, depending on whether they participaged just as adults or as adults and as "children".

Following are observations about these historical patterns which seem particularly noteworthy. Many other combinations and breakdowns are also possible.

Eight of 22 arts related leisure activities on the first page of the TABLE show higher proportions of the population participating before their 18th birthday than after. The largest differences occur in active pursuits like playing an instrument, singing or acting. Childhood lessons and high school play experiences often seem to be left behind. In fact, with the exception of going to choral concerts (an activity related to church activities) all of the eight are active pursuits probably closely associated with school (activity numbers 13, 25, 24, 10, 12, 27, 2 and 3). Similar situations exist for non-arts activities like going to fairs and carnivals, going to movies, playing competitive sports, jogging, etc., camping, etc., playing indoor games, and similar active pursuits. A conclusion which may be drawn from the results is that people move in the direction of passive activities as they get older.

A second notable finding is that adult participation generally does not greatly outstrip childhood participation (net). That is, only slightly more people participate as adults than did so as children. This suggests a powerful influence of childhood participation

TABLE 2.16
Historical Participation for All Activities *

		Before 18	After 18 but not in 1 year	Last year but not since 18	Both since 18 and last year
17.	Going to symphony or chamber concerts.	25.8	13.4	3.1	10.4
18.	Going to an opera.	11.9	11.9	1.5	2.7
13.	Going to choral concerts.	51.0	14.3	6.5	28.0
25.	Singing in or playing for a chorus, choir, or other singing group.	42.1	12.1	1.9	12.6
14.	Going to jazz concerts.	19.7	11.6	3.0	6.7
16.	Going to folk/ethnic concerts or festivals.	23.2	11.2	4.5	10.1
24.	Playing an instrument in a group or for your own entertainment or taking music lessons.	36.4	9.3	2.5	11.3
10.	Painting, drawing, making sculpture, doing graphic art, taking photographs (as art) or making films yourself.	33.5	10.9	5.2	16.2
11.	Doing crafts.	41.4	12.7	5.6	28.9
12.	Taking art classes in painting, sculpture, graphics, film, or crafts.	20.3	11.8	2.7	4.5
30.	Going to a ballet or modern dance performance.	14.1	10.0	2.5	5.4
31.	Going to a folk dancing performance.	15.9	10.5	2.3	4.7
26.	Going to theater performance.	36.4	19.0	5.1	17.0
27.	Acting in plays or musicals, performing in a dance group, taking lessons in either, or providing behind the scene support.	27.2	10.4	1.3	2.5
2.	Writing novels, stories, plays, or poetry, or taking classes in writing.	32.9	14.1	1.9	9.2
7.	Visiting painting, graphic arts, photography or sculpture exhibits.	36.9	14.5	5.8	22.4
8.	Visiting craft exhibits.	39.9	10.2	9.3	32.8
9.	Touring buildings, etc. for design or historic value or visiting history, science or technical museums.	50.9	14.2	9.9	31.0
20.	Listening on radio or watching on TV classical music, opera, or dancing.	46.8	8.9	10.4	32.8
23.	Watching performances of jazz on TV or listening on the radio.	38.2	8.6	5.7	27.4
29.	Listening to radio broadcasts, your own recordings or watching TV productions of plays or poetry.	39.3	10.1	7.2	26.9
3.	Taking classes or attending lectures on art history, literature, etc., or belonging to a literature club.	29.0	14.4	2.6	5.9

TABLE 2.16 Continued

		Before 18	After 18 but not in 1 year	Last year but not since 18	Both since 18 and last year
4.	Watching regular TV programs day and night except sports and news.	72.3	3.7	6.5	73.0
21.	Listening to radio broadcasts of all other music.	85.7	4.2	5.8	72.5
22.	Listening to recordings.	76.8	6.5	6.9	64.1
15.	Going to rock or country and western or rhythm and blues concerts.	43.0	15.6	7.9	22.7
19.	Going to fairs and carnivals.	87.0	27.6	11.1	41.7
28.	Going to the movies.	85.9	16.4	7.2	57.8
6.	Watching sports on TV or listening on radio.	64.9	5.8	5.6	64.3
32.	Going to watch sports in person.	74.7	21.2	7.4	40.2
35.	Playing competitive sports.	54.7	18.2	2.3	16.4
37.	Jogging, weight lifting or other exercise program.	60.5	14.3	6.6	35.8
33.	Camping, hiking, back-packing, hunting, fishing, etc.	72.9	18.5	6.3	44.7
40.	Picnicing, visits to parks, zoos, nature walks, or driving a car for pleasure.	86.6	8.7	8.8	65.9
42.	Playing with your children.		10.1	4.7	45.2
36.	Playing indoor activities or games with friends and/or family.	80.7	13.2	7.2	55.1
41.	Visiting with friends or family members, writing letters, talking to friends on the phone, etc.	92.8	3.1	5.0	81.4
34.	Going to church or doing other church-related activities.	88.8	16.6	6.3	60.2
44.	Playing with pets.	63.8	9.6	4.2	44.0
1.	Reading (fiction books, periodicals, and nonfiction).	86.9	7.7	7.7	67.2
5.	Watching news and information programs on TV or reading in newspapers and news/magazines.	77.5	2.7	6.1	79.7
43.	Do-it-yourself activities or hobbies.	72.8	6.0	5.5	65.2
45.	Sitting and thinking—day-dreaming.	81.8	3.5	4.6	66.3
38.	Charity, volunteer, social service, or political organization activities.	33.0	16.1	4.9	20.7
39.	Fraternal organization or club activities.	21.5	11.5	3.3	14.4

*The careful reader will probably notice that the sum of current activity (column 3 and column 4) does not always equal current participation as presented in TABLE 2.1. This is because 2 different questions were used in constructing the tables. TABLE 2.1 uses question D (APPENDIX A) which asks about levels of current participation. TABLE 2.16 uses question C, which asks about historical participation. Differing response rates for these two questions accounts for most of the small differences (APPENDIX E). Some may also be attributed to the small proportion of the sample who just turned 18 and would therefore answer the 2 questions somewhat differently for some activities.

in later participation (a suggestion which is more directly tested in the longitudinal configuration of these data presented below).

Comparing the second and fourth columns provides a contrast of earlier with present participation levels. Ten of the 22 arts related activities show what appears to be a strong staying power in that continuous participation (column 4) is greater than earlier participation (column 2). These activities are numbers 13, 24, 10, 11, 7, 8, 9, 20, 23, and 29. Playing an instrument, painting and visiting art exhibits are moderate in this pattern, while the remainder show a stronger relationship. Some of the strongest in this group involve media participation (e.g. listening to classical music, jazz or theater and poetry on radio or TV) which suggests availability may be a factor in the pattern. Some activities, like going to an opera, acting, and taking classes, are distinctly periodic - obviously done at somewhat long intervals. This conclusion is drawn from the high ratio of column 2 to column 4 for these activities.

Another interesting set of results are those which define "new" participants. A new participant is defined here as someone who is participating for the first time since age 18 (column 3) or as an adult. Clearly, activities like visiting craft exhibits (9.3%), touring historic buildings and museums (9.9%), and watching or listening to classical music on TV or radio (10.4%) have gained relatively more new adherents in the past year than going to an opera (1.5%), symphony (1.9%), acting (1.3%) and writing (1.98%). Part of this difference may reflect changes in availability of the former activities. Another part may be due to a general increasing interest, e.g. in the craft area.

Looking at a different ratio, column 3 to column 4, suggests another interpretation of the results. This ratio provides a new participant to steady participant comparison that is more indicative of the rate of change. For example, the three activities with the greatest proportion of "new" participants, 8, 9, and 20, have less than a .3 ratio of new to continuing participants, while for opera the ratio is greater than .5. This means that about one quarter of the opera viewers in the South were seeing it for the first time in their adult lives. Similar high ratios of new viewers exist for going to jazz concerts (45%), folk concerts (45%), taking art classes (60%), going to a ballet (46%), going to a folk dance performance (49%), and acting (52%). This contrasts very markedly with non-arts related activities (second page of the table) where the highest proportion of new participants is about .30 (popular concerts). It is therefore possible to argue that while the non-arts activities still enjoy a substantial lead in overall participation, the proportion of new participants in arts related activities seems much higher.

Another contrast of the arts and non-arts activities is that the latter are considerably less likely to have significant proportions of drop-outs, i.e., those who participated as adults. but not in the past year. Competitive sports is the only activity where the number of previous participants exceeds the number of current participants. Charity and volunteer work, and fraternal organization membership come close. For arts related activities such periodic participation is, as was suggested above, the rule.

A more detailed breakdown of historical participation patterns would include distinctions which longitudinally describe participation from childhood through current adult participation. When childhood participation is divided into three levels (none, little, and high participation), and previous adult and current participation are dichotomized, twelve independent historic participation patterns are formed. These are represented in TABLE 2.17. They range from absolutely no participation (#1) to participation in all three periods (#'s 8 and 12). Cross tabulating responses to questions on childhood participation and adult participation (columns IB and IC in the questionnaire, APPENDIX A) provide an empirical picture of these pattern distributions in TABLE 2.18.

In TABLE 2.18 the following participation patterns will be the focus of the present analysis:

1. Pattern one (column 1) which shows the proportion of individuals who have never participated in the activity.
2. Pattern three (column 3) which shows the proportion participating in this activity for the first time during the past year.
3. Patterns five and nine (columns 5 and 9) which show the proportion who participated during their youth, but not afterward.

In addition, the significance of patterns 3, 5, and 9 is more clearly seen when contrasting patterns are controlled. For example, new participation (pattern 3) is better understood in the context of total participation and the impact of childhood participation is more clear when the two groups, those who subsequently participate and those who do not, are compared. For this reason two simple ratios have been developed. The first of these is the impact of youth participation ratio, which is formed by dividing the proportion who participated during childhood (prior to age 18) and not subsequently (patterns 5

TABLE 2.17

Historical Participation Patterns of Leisure Activity

Pattern Number	Participated before 18 years old	Participated between 18 years old and one year ago	Participated within last year
1	0	0	0
2	0	I	0
3	0	0	I
4	0	I	I
5	L	0	0
6	L	I	0
7	L	0	I
8	L	I	I
9	H	0	0
10	H	I	0
11	H	0	I
12	H	I	I

0 = no participation

I = participation

L = low participation

H = high participation

TABLE 2.18

Historical Participation Pattern for All Leisure Activities

		Historical Patterns											
		1	2	3	4	5	6	7	8	9	10	11	12
17.	Going to symphony or chamber concerts.	66.4	4.6	0.6	2.6	6.3	8.2	2.1	6.8	0.5	0.5	0.4	1.0
18.	Going to an opera.	79.8	6.2	1.1	1.0	4.0	5.4	0.4	1.5	0.1	0.3	0.0	0.1
13.	Going to choral concerts.	42.1	2.0	1.8	3.1	7.8	10.4	4.4	17.8	1.3	1.9	0.3	7.1
25.	Singing in or playing for a chorus, choir, or other singing group.	55.2	1.2	0.3	1.1	12.7	6.0	0.7	4.2	5.5	4.9	0.8	7.2
14.	Going to jazz concerts.	73.5	4.1	1.2	1.6	4.9	7.1	1.8	4.2	0.3	0.4	0.0	1.0
16.	Going to folk/ethnic concerts or festivals.	68.8	3.4	1.8	2.8	5.4	7.5	2.7	6.8	0.0	0.3	0.0	0.5
24.	Playing an instrument in a group or for your own entertainment or taking music lessons.	62.2	0.6	0.5	0.4	8.8	5.5	1.1	3.9	6.0	3.2	0.9	7.0
10.	Painting, drawing, making sculpture, doing graphic art, taking photographs (as art) or making films yourself.	60.1	2.5	1.7	2.2	6.4	7.1	3.3	9.7	1.1	1.4	0.0	4.3
11.	Doing crafts.	46.5	3.1	2.0	7.0	5.7	8.5	3.2	15.0	0.7	1.0	0.3	6.8
12.	Taking art classes in painting, sculpture, graphics, film, or crafts.	72.7	4.7	1.0	1.3	7.1	6.2	1.4	2.5	1.2	0.9	0.3	0.7
30.	Going to a ballet or modern dance performance.	79.2	3.8	1.5	1.4	2.7	6.3	0.9	3.7	0.1	0.0	0.0	0.4
31.	Going to a folk dancing performance.	78.2	4.2	0.4	1.3	4.0	6.1	1.9	3.4	0.2	0.1	0.0	0.0
26.	Going to theater performances.	52.9	5.5	1.2	4.1	5.5	12.5	3.5	11.1	0.5	1.0	0.4	1.9
27.	Acting in plays or musicals, performing in a dance group, taking lessons in either, or providing behind the scene support.	71.1	1.1	0.3	0.3	13.2	8.2	0.6	1.6	1.6	1.1	0.3	0.6
2.	Writing novels, stories, plays, or poetry, or taking classes in writing.	63.7	2.4	0.4	0.7	9.6	10.5	1.1	6.1	1.5	1.3	0.3	2.4
7.	Visiting painting, graphic arts, photography or sculpture exhibits.	50.5	4.2	2.4	6.0	6.4	10.0	3.4	15.1	0.5	0.3	0.7	1.3
8.	Visiting craft exhibits.	42.3	3.7	4.2	9.9	5.1	6.4	4.6	20.1	0.3	0.0	0.5	2.8
9.	Touring buildings, etc. for design or historic value or visiting history, science or technical museums.	37.5	4.1	2.7	4.9	7.0	9.5	6.6	22.8	0.5	0.6	0.6	3.4

TABLE 2.18 Continued

		1	2	3	4	5	6	7	8	9	10	11	12
20.	Listening on radio or watching on TV classical music, opera, or dancing.	43.6	1.8	2.1	5.6	3.6	6.5	7.5	20.3	0.8	0.5	0.8	6.9
23.	Watching performances of jazz on TV or listening on the radio.	53.8	1.4	1.9	4.7	4.3	7.1	3.3	18.4	0.1	0.1	0.4	4.3
29.	Listening to radio broadcasts, your own recordings or watching TV productions of plays or poetry.	49.1	3.7	2.2	5.7	5.9	6.1	4.7	16.9	0.7	0.3	0.3	4.3
3.	Taking classes or attending lectures on art history, literature, etc., or belonging to a literature club.	65.7	3.7	0.5	1.1	9.4	9.2	1.3	2.6	2.0	1.6	0.8	2.2
4.	Watching regular TV programs day and night except sports and news.	10.9	0.9	1.9	14.0	3.2	1.9	2.6	20.6	2.7	0.9	2.0	38.4
21.	Listening to radio broadcasts of all other music.	11.5	0.6	0.1	2.1	3.0	2.4	4.2	22.6	3.0	1.2	1.5	47.8
22.	Listening to recordings.	16.9	1.2	1.0	4.0	2.8	3.7	4.7	24.7	2.9	1.6	1.2	35.5
15.	Going to rock or country and western or rhythm and blues concerts.	47.0	4.3	1.8	3.9	6.1	10.4	5.3	14.0	0.7	0.8	0.8	4.9
19.	Going to fairs and carnivals.	10.9	0.7	0.5	0.8	6.2	22.7	8.6	29.2	2.4	4.2	2.0	11.6
28.	Going to the movies.	12.3	0.7	0.6	0.5	3.9	9.4	4.5	23.7	2.4	6.3	2.0	28.6
6.	Watching sports on TV or listening on radio.	19.8	1.5	1.9	11.9	3.6	3.9	3.1	29.3	0.9	0.4	0.7	23.1
32.	Going to watch sports in person.	21.2	1.7	1.0	1.4	7.4	15.6	5.0	22.8	2.7	3.9	1.4	16.0
35.	Playing competitive sports.	43.7	1.2	0.1	0.3	12.5	9.5	1.2	7.3	6.8	7.5	1.1	8.9
37.	Jogging, weight lifting or other exercise program.	33.3	1.0	1.7	3.4	7.2	10.0	4.0	18.7	2.7	3.3	0.9	13.7
33.	Camping, hiking, back-packing, hunting, fishing, etc.	22.5	1.5	0.7	2.4	5.3	12.0	4.2	19.3	2.7	5.0	1.4	23.0
40.	Picnicing, visits to parks, zoos, nature walks, or driving a car for pleasure.	10.5	0.7	0.6	1.7	4.4	6.0	6.5	37.9	1.7	1.9	1.7	26.3

TABLE 2.18 Continued

		1	2	3	4	5	6	7	8	9	10	11	12
42.	Playing with your children.												
36.	Playing indoor activities or games with friends and/or family.	16.7	1.0	0.3	1.2	6.0	9.5	5.5	30.6	1.8	2.7	1.4	23.3
41.	Visiting with friends or family members, writing letters, talking to friends on the phone, etc.	5.7	0.1	0.0	1.4	1.4	1.4	3.3	27.2	3.4	1.6	1.7	52.7
34.	Going to church or doing other church-related activities.	9.2	0.4	0.7	1.0	4.1	7.0	2.7	13.7	3.7	9.2	2.9	45.5
44.	Playing with pets.	32.0	1.1	0.5	2.7	7.3	5.8	2.0	21.8	2.9	2.8	1.7	19.5
1.	Reading (fiction books, periodicals, and nonfiction).	10.1	0.5	0.4	2.1	4.3	5.3	5.3	20.0	3.1	1.8	1.9	45.1
5.	Watching news and information programs on TV or reading in newspapers and news/magazines.	7.4	0.5	1.4	13.2	2.5	1.2	2.5	25.3	1.7	1.0	2.1	41.2
43.	Do-it-yourself activities or hobbies.	18.5	1.1	0.8	6.7	3.9	3.6	3.6	32.2	1.0	1.2	1.0	26.2
45.	Sitting and thinking—day-dreaming.	17.4	0.1	0.0	0.7	6.2	3.1	3.5	43.5	1.9	0.3	1.2	22.2
38.	Charity, volunteer, social service, or political organization activities.	51.9	6.2	1.6	7.2	5.4	8.9	3.0	8.8	0.9	0.9	0.4	4.7
39.	Fraternal organization or club activities.	656	5.6	1.6	5.7	4.0	4.6	1.5	5.3	1.1	1.3	0.3	3.5

and 9) by the proportion who participated both during their youth and adulthood: $\frac{5+9}{5+6+7+8+9+10+11+12}$. The higher the value the lower the impact of youthful participation. This ratio is presented in TABLE 2.19.

The second ratio is designed to show the relative contribution of new adult participants. It is formed by dividing new participants (pattern 3) by total participants during the past year: $\frac{3}{3+4+7+8+11+12}$. The higher the ratio the greater the impact of new participants or the larger the relative growth from new adherents in that activity for the previous year. This ratio is presented in TABLE 2.20.[23]

Column 1 on TABLE 2.18 shows clearly that arts related activities have been pursued less than most non-arts related leisure activities. Only going to pop concerts (47%), doing charity or volunteer work (51.9%), playing competitive sports (43.7%), and belonging to fraternal organizations (65.6%) compare to arts related activities in terms of the proportion of the population which has never participated. Any "advantage" associated with previous participation in determining subsequent participation is therefore greatly reduced for the arts related activities. Some of the arts activities are clearly pursuits enjoyed by a very small proportion of the population. Opera, jazz concerts, painting, etc. classes, ballet, folk dance performances, and acting have all been completely ignored by over 70% of the population of the South. In contrast, none of the arts activities exhibit the kind of historical universal participation enjoyed by television (89.1%), going to fairs and carnivals (89.1%), picnicking, etc. (89.5%), and listening to the radio (88.5%). The most "popular" arts related activities are going to choral concerts (closely associated with church attendance, 57.9% participation), visiting craft exhibits (57.7%), and touring buildings and going to museums (62.5%).

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[23] There are several other ratios which could be developed to show various aspects of the pattern of historical participation. Because the primary focus of this report is not to present a historical analysis, these will not be described here.

The third column of TABLE 2.18 shows the proportion of the population participating in each activity for the first time. Among arts activities the highest new participation rates are exhibited for those activities which are the most universally pursued in general. The largest single group is the 4.2% new participants visiting craft exhibits. Others ranging from 2.0% to 2.7% are painting, listening to plays and poetry, visiting art exhibits, and touring buildings and museums. With the exception of painting, all of these are passive activities. At the opposite extreme are several active pursuits, writing, playing an instrument, singing and acting, all of which showed a .5% or less increase in new participants.

In comparing the arts and non-arts activities it is interesting to note that the range of proportions is very similar. If anything, the arts related activities show slightly greater proportions. However, the generally higher participation rates among non-arts activities allow less opportunity for this type of change to occur.

Patterns 5 and 9 show the extent to which individuals who participated in activities during their youth failed to do so during adulthood. The outcome shows similarities to earlier results in that the most common activities falling into this pattern are active leisure pursuits like singing, acting, writing and playing an instrument. This is true for both low and high early participation groups, although it is somewhat less extreme for the latter group. For non-arts related activities a similar pattern prevails with regard to active pursuits.

In the aggreate, results for arts related and non-arts activities may be compared by using mean (average) values for each group. Among those with little childhood participation the mean values of adult nonparticipation are relatively close, 5.62 for the arts related and 4.8 for the non-arts. As might be expected the results for high childhood participants are much lower, i.e., if you did it a lot when you were young you were less likely to stop as an adult. However, there are notable differences between arts and non-arts activities. The former group has a mean percentage of 1.1, while the latter has a mean percentage of 2.30, more than twice as high. Extensively participating in arts related activities prior to the 18th birthday seems to have a much greater impact than similar patterns in non arts activities.

A final relevant observation from TABLE 2.18 relates to the outcome of pattern 12, continuously pursued activities. There is no arts related activity in which more than 7.2% of the population has continuously (during all three stages used in this analysis) engaged. In contrast, there are only three non-arts activities in which less than 7.2% of the population has continuously engaged. Arts related activities tend to be picked up later in life and pursued more intermittently than other activities.

The question of the impact of preadult participation is examined again in TABLE 2.19. The figures in this table show the ratio of those who did participate before age 18 to those who currently participate. The higher the ratio the less the impact of early participation. It is clear in looking over these numbers that early engagement in arts related activities has a lower overall impact than is true for non-arts activities. (Compare figures on the first page of the table to those on the second page.) One factor explaining this phenomenon is that many early arts activities were mandatory. Art and music classes in school and obligatory musical instrument learning would be prime examples. Acting, or more probably dance lessons, is another activity usually much more popular for the young than for adults. These activities account for a significant proportion of the notably high values. A second factor is the previously mentioned fact that the high general level of participation in non-arts activities permits less variability in cross-pattern comparisons.

Another factor in operation here could be the relative "cost" of doing each type of activity. Many of the arts activities have various kinds of costs associated with them that are not present for many non-arts activities. For example, going to concerts or other professional events is generally expensive. A review of the non-arts activities will show that going to pop concerts and sporting events (where an entry fee may be required) has a ratio more similar to arts events (like concerts and operas) than other non-arts activities. Similarly, many non-arts activities with the lowest ratios are relatively costless. Prime examples are TV, radio, records, reading, and visiting friends. Transitioning to adult participation in these activities requires very little effort.

Our final extension of the historical pattern analysis involves a further look at the question of new adult participants. The New Participation Ratio (TABLE 2.20) is simply the proportion of current participants who had never participated prior to the last year. The ratio is designed as an indicator of growth not promoted by historical patterns. Generally, arts related activities show a higher proportion of the kind of participation, although differences are primarily between ranges of 1% to 3% for non-arts activities and 4% to 9% for arts related activities. These kinds of differences would be expected given general participation levels discussed earlier.

However, several very striking individual activity findings are in evidence. Fully 27% of all individuals attending operas in the South during the year prior to responding to the survey had never attended an opera before. At a somewhat lower level, 19% of those attending ballet or modern dance performances had also never participated in these activities before. These and several other examples not as dramatic would seem to be the result of three different kinds of influence. First, participation in all of these activities has never been very high. This provides a larger pool of individuals who fit in the category of non-attenders. Second, the availability of many of the activities in this group is sporadic. Except in major

TABLE 2.19

The Impact of Pre Adult Participation Ratio

17.	Going to symphony or chamber concerts.	.26
18.	Going to an opera.	.35
13.	Going to choral concerts.	.18
25.	Singing in or playing for a chorus, choir, or other singing group.	.42
14.	Going to jazz concerts.	.26
16.	Going to folk/ethnic concerts or festivals.	.23
24.	Playing an instrument in a group or for your own entertainment or taking music lessons.	.41
10.	Painting, drawing, making sculpture, doing graphic art, taking photographs (as art) or making films yourself.	.22
11.	Doing crafts.	.16
12.	Taking art classes in painting, sculpture, graphics, film, or crafts.	.41
30.	Going to a ballet or modern dance performance.	.20
31.	Going to a folk dancing performance.	.26
26.	Going to theater performance.	.16
27.	Acting in plays or musicals, performing in a dance group, taking lessons in either, or providing behind the scene support.	.54
2.	Writing novels, stories, plays, or poetry, or taking classes in writing.	.34
7.	Visiting painting, graphic arts, photography or sculpture exhibits.	.18
8.	Visiting craft exhibits.	.14
9.	Touring buildings, etc. for design or historic value or visiting history, science or technical museums.	.15
20.	Listening on radio or watching on TV classical music, opera, or dancing.	.09
23.	Watching performances of jazz on TV or listening on the radio.	.12
29.	Listening to radio broadcasts, your own recordings or watching TV productions of plays or poetry.	.17
3.	Taking classes or attending lectures on art history, literature, etc., or belonging to a literature club.	.39

TABLE 2.19 Continued

4.	Watching regular TV programs day and night except sports and news.	.08
21.	Listening to radio broadcasts of all other music.	.07
22.	Listening to recordings.	.07
15.	Going to rock or country and western or rhythm and blues concerts.	.16
19.	Going to fairs and carnivals.	.10
28.	Going to the movies.	.07
6.	Watching sports on TV or listening on radio.	.06
32.	Going to watch sports in person.	.13
35.	Playing competitive sports.	.35
37.	Jogging, weight lifting or other exercise program.	.16
33.	Camping, hiking, back-packing, hunting, fishing, etc.	.11
40.	Picnicing, visits to parks, zoos, nature walks, or driving a car for pleasure.	.07
42.	Playing with your children.	.10
36.	Playing indoor activities or games with friends and/or family.	
41.	Visiting with friends or family members, writing letters, talking to friends on the phone, etc.	.04
34.	Going to church or doing other church-related activities.	.09
44.	Playing with pets.	.16
1.	Reading (fiction books, periodicals, and nonfiction).	.08
5.	Watching news and information programs on TV or reading in newspapers and news/magazines.	.05
43.	Do-it-yourself activities or hobbies.	.06
45.	Sitting and thinking—day-dreaming.	.10
38.	Charity, volunteer, social service, or political organization activities.	.19
39.	Fraternal organization or club activities.	.24

TABLE 2.20

New Participation Ratio

17.	Going to symphony or chamber concerts.	.04
18.	Going to an opera.	.27
13.	Going to choral concerts.	.05
25.	Singing in or playing for a chorus, choir, or other singing group.	.02
14.	Going to jazz concerts.	.12
16.	Going to folk/ethnic concerts or festivals.	.12
24.	Playing an instrument in a group or for your own entertainment or taking music lessons.	.04
10.	Painting, drawing, making sculpture, doing graphic art, taking photographs (as art) or making films yourself.	.08
11.	Doing crafts.	.06
12.	Taking art classes in painting, sculpture, graphics, film, or crafts.	.11
30.	Going to a ballet or modern dance performance.	.19
31.	Going to a folk dancing performance.	.06
26.	Going to theater performance.	.05
27.	Acting in plays or musicals, performing in a dance group, taking lessons in either, or providing behind the scene support.	.08
2.	Writing novels, stories, plays, or poetry, or taking classes in writing.	.04
7.	Visiting painting, graphic arts, photography or sculpture exhibits.	.08
8.	Visiting craft exhibits.	.10
9.	Touring buildings, etc. for design or historic value or visiting history, science or technical museums.	.07
20.	Listening on radio or watching on TV classical music, opera, or dancing.	.05
23.	Watching performances of jazz on TV or listening on the radio.	.06
29.	Listening to radio broadcasts, your own recordings or watching TV productions of plays or poetry.	.07
3.	Taking classes or attending lectures on art history, literature, etc., or belonging to a literature club.	.06

TABLE 2.20 Continued

4.	Watching regular TV programs day and night except sports and news.	.02
21.	Listening to radio broadcasts of all other music.	.00
22.	Listening to recordings.	.01
15.	Going to rock or country and western or rhythm and blues concerts.	.06
19.	Going to fairs and carnivals.	.01
28.	Going to the movies.	.01
6.	Watching sports on TV or listening on radio.	.03
32.	Going to watch sports in person.	.02
35.	Playing competitive sports.	.01
37.	Jogging, weight lifting or other exercise program.	.04
33.	Camping, hiking, back-packing, hunting, fishing, etc.	.01
40.	Picnicing, visits to parks, zoos, nature walks, or driving a car for pleasure.	.01
42.	Playing with your children.	
36.	Playing indoor activities or games with friends and/or family.	.00
41.	Visiting with friends or family members, writing letters, talking to friends on the phone, etc.	.00
34.	Going to church or doing other church-related activities.	.01
44.	Playing with pets.	.01
1.	Reading (fiction books, periodicals, and nonfiction).	.01
5.	Watching news and information programs on TV or reading in newspapers and news/magazines.	.02
43.	Do-it-yourself activities or hobbies.	.01
45.	Sitting and thinking—day-dreaming.	.00
38.	Charity, volunteer, social service, or political organization activities.	.06
39.	Fraternal organization or club activities.	.09

cities, operas are only infrequently available.[24] The same is true for dance performances. Classes in arts related areas are only recently becoming generally available for adults who have completed their formal education. Thus, it would not be surprising to find significant numbers of first-time participants. Finally, there is the notion that these activities are recently becoming more popular. That is, something is causing people to seek out these activities in ever increasing numbers. This "change" in leisure patterns is attributed to a number of factors, including generally higher education levels, more people with more money, especially in the South (all of the activities which show high new participation rates are relatively expensive), and a broadening of horizons in the South due to an influx of northern immigrants and increased communications. Unfortunately, there is no way to test any of these propositions with the data available in this study,[25] but it is possible to evaluate general participation levels for these and all other leisure activities in terms of many of the basic demographic and socio-economic variables.

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[24] The issue of availability has not been directly pursued in the body of this report. This is because the measure of availability is self report and there was no procedure readily available to sort genuine level of opportunity from information gaps that could lead to a perception of unavailability. While we will alude to issues of availability in later discussions, particularly in Chapter 4, on barriers to increased participation, the only general reference to questions on perceived availability is reported in APPENDIX H using answers to question IA from the questionnaire.

[25] While it is theoretically feasible to examine the group of individuals defined as new participants in terms of socio-economic and demographic characteristics, the small number of individuals in these groups, even though they are important for the particular activities, present methodological problems which cannot be resolved with the present data. Future research in this area should certainly address this important question.

Overall, the results of the historical analyses provide useful information on the development of current leisure activity patterns and some insight into how those patterns are likely to change. However, the analyses presented here are far from complete in this regard. Much more work should be done on questions of why some childhood patterns persist and others do not, and on what drives people to new pursuits in situations where no previous history of participation exists. In the next section some further steps are taken to confirm some of these questions as we undertake to examine the relationship of socio-economic and demographic variables to leisure activity participation levels.

Demographic and Socio-Economic Predictors of Individual Leisure Activities

As in the previous analyses, the relationship between leisure activities and the available demographic and socio-economic predictors will be examined here. An activity-by-activity description across each predictor variable will be presented. This analysis will permit identification of relationships between the predictor and a particular activity or type of activity. Previous research has demonstrated a number of relationships between participation in certain types of leisure activities and membership in certain social, economic and demographic subgroups.[26] Our objective here is to determine if these relationships are true for the population being studied here. In addition, the comprehensiveness of our list of leisure activities will permit comparisons across activities that have not been possible in much of the previous research.

The demographic predictor variables used in these analyses include: sex, age, number of children, race, and community size. Socio-economic factors are: education level, income level, and occupation. These variables constitute a more or less standard set of predictors which appear in most of the previous literature and, to a greater or lesser degree, have been found to be related to participation in certain types of leisure activities.[27] Our focus will be on the extent to which this creates distinctions, in terms of population subgroups, between arts related and non-arts activities or between types of arts activities.

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[26] *Americans and the Arts*, *op. cit.*, Schliewen, *op. cit.*, Robinson, John P., *How Americans Use Time*, New York, Praeger, 1977.

[27] It is not our intention to provide a detailed comparison of the present findings to other research on this subject. Since the objective of the study is to provide a useful summary of descriptive and "marketing" information, such comparisons, though interesting, are not called for in this report. Interested readers can refer to basic references and make their own comparisons.

TABLE 2.21 shows differences in participation by sex. Overall, there seem to be few important differences in the proportion of men and women who participate in each activity.[28] However, there are some rather large differences in two particular types of activities. Among the arts related activities, crafts seem to be female oriented. The differences are nearly 20 percentage points higher for women for both doing crafts and visiting craft exhibits. Some small differences exist for other arts activities as well. Women are more likely to attend choral concerts (by 8.4 percentage points), take art classes (by 7.5 percentage points), and listen to or watch classical music on radio or TV (by 8.6 percentage points) than men. Men are slightly more likely to watch jazz or listen on the radio (by 8.3 percentage points). Other differences are minimal.

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[28] The evaluations "important" or "significant", etc. are used subjectively. No test of statistical significance has been applied to these tables. This approach was taken for two reasons. First, the weighted data produces an N of over 66,000. Almost any difference would be "statistically significant" using that number, and calling differences as small as 2 or 3% "significant" does not add to our understanding of what the data are saying. Second, more reasonable interpretations may be applied by simply reviewing the results and subjectively estimating what size difference could lead to some kind of change in policies or programs. Of course, there is obviously room for disagreement in these interpretations. Readers are free to make their own interpretations based on complete data presented in the tables.

It is not possible to reduce these figures back to the original sample size of 1684 because the porportional results are weighted. Multiplying percentage responses by 1684 would produce only approximate subsample numbers. To provide approximations of sample sizes for variable categories TABLES will include a weighted proportion of the total sample at the end of each category.

TABLE 2.21

Proportion Participating in Each Activity During the Previous 12 Months by Sex

		male	female
17.	Going to symphony or chamber concerts.	15.0	17.8
18.	Going to an opera.	4.6	6.6
13.	Going to choral concerts.	35.8	44.2
25.	Singing in or playing for a chorus, choir, or other singing group.	18.8	22.7
14.	Going to jazz concerts.	14.0	11.5
16.	Going to folk/ethnic concerts or festivals.	16.5	19.5
24.	Playing an instrument in a group or for your own entertainment or taking music lessons.	16.2	17.6
10.	Painting, drawing, making sculpture, doing graphic art, taking photographs (as art) or making films yourself.	26.6	25.5
11.	Doing crafts.	25.5	47.1
12.	Taking art classes in painting, sculpture, graphics, film, or crafts.	4.7	12.2
30.	Going to a ballet or modern dance performance.	6.8	11.3
31.	Going to a folk dancing performance.	8.2	8.8
26.	Going to theater performance.	25.6	26.0
27.	Acting in plays or musicals, performing in a dance group, taking lessons in either, or providing behind the scene support.	4.3	6.2
2.	Writing novels, stories, plays, or poetry, or taking classes in writing.	13.9	19.0
7.	Visiting painting, graphic arts, photography or sculpture exhibits.	33.1	34.2
8.	Visiting craft exhibits.	38.6	56.8
9.	Touring buildings, etc. for design or historic value or visiting history, science or technical museums.	50.2	45.3
20.	Listening on radio or watching on TV classical music, opera, or dancing.	45.1	53.7
23.	Watching performances of jazz on TV or listening on the radio.	40.4	32.1
29.	Listening to radio broadcasts, your own recordings or watching TV productions of plays or poetry.	35.6	40.2
3.	Taking classes or attending lectures on art history, literature, etc., or belonging to a literature club.	10.8	11.9

TABLE 2.21 Continued

		male	female
4.	Watching regular TV programs day and night except sports and news.	90.2	87.8
21.	Listening to radio broadcasts of all other music.	87.0	84.0
22.	Listening to recordings.	77.3	76.8
15.	Going to rock or country and western or rhythm and blues concerts.	38.9	33.9
19.	Going to fairs and carnivals.	61.7	64.5
28.	Going to the movies.	72.0	70.5
6.	Watching sports on TV or listening on radio.	85.4	68.4
32.	Going to watch sports in person.	60.7	45.7
35.	Playing competitive sports.	32.8	15.8
37.	Jogging, weight lifting or other exercise program.	47.1	46.1
33.	Camping, hiking, back-packing, hunting, fishing, etc.	66.4	49.3
40.	Picnicing, visits to parks, zoos, nature walks, or driving a car for pleasure.	79.9	76.9
42.	Playing with your children.	47.2	52.9
36.	Playing indoor activities or games with friends and/or family.	69.6	66.2
41.	Visiting with friends or family members, writing letters, talking to friends on the phone, etc.	90.7	94.0
34.	Going to church or doing other church-related activities.	73.2	74.6
44.	Playing with pets.	54.3	50.5
1.	Reading (fiction books, periodicals, and nonfiction).	79.7	84.3
5.	Watching news and information programs on TV or reading in newspapers and news/magazines.	94.3	92.2
43.	Do-it-yourself activities or hobbies.	75.8	77.9
45.	Sitting and thinking—day-dreaming.	69.4	73.3
38.	Charity, volunteer, social service, or political organization activities.	27.9	31.4
39.	Fraternal organization or club activities.	25.4	17.3
	Weighted sample percentages	46.3	52.9

Among non-arts activities, sports are the primary distinguishing activities. Men are significantly more likely to watch sports on TV (85.4% to 68.4%), watch sports in person (60.7% to 45.7%), play competitive sports (32.8% to 15.8%), and camp, hike, fish, etc. (66.4% to 49.3%). Interestingly, the difference does not exist for the group of activities which may be characterized as exercise. Men are also higher in belonging to fraternal organizations (25.4% to 17.3%). While the sports differences were expected, the differences in proportions of who participated in fraternal or club activities were less expected. Men are apparently more organization oriented than women.

Differences across age groups show much more distinctive patterns. For many activities there is a linear age-related change in the pattern of participation. TABLE 2.22 presents these results. Among arts related activities there are at least two types of patterns. At the most general level, there is a tendency for arts related activities to decline with increasing age. This is true for 8 of the 22 arts activities on the first page of the table. For all of these activities the pattern is progressively down for each change in age group. These eight activities are singing, etc., jazz concerts, folk/ethnic concerts, playing an instrument, painting, etc., going to a ballet, visiting craft exhibits (though not doing crafts), and taking art history classes, etc. Two possible explanations are: (1) that these activities are done less by older groups because they are more difficult with increased age; and (2) the particular activities are a function of age cohort rather than age per se. For example, younger people are more oriented toward jazz than are older groups. (However, they don't seem to be more oriented toward listening or watching on TV and radio (activity # 23). The former explanation also has some problems. Visiting craft exhibits drops off, which might be attributed to the rigors of age, but going to operas actually increases with age and visiting art exhibits remains roughly the same.

Changes in more active pursuits, like playing an instrument, taking art classes, acting and writing have a slightly different pattern in which the greatest changes occur between the two youngest groups and them somewhat levels off for the remaining groups. The most likely explanation for this phenomenon is that many individuals in the younger groups are still college age (19-22) and participation probably drops significantly at this point. Participation in these active pursuits could well be a part of classroom requirements as well as purely leisure activities.

In addition to attending operas, one other activity seems to increase with age, listening to or watching classical music on radio or TV.

While there are several activities in which participation rates change with age, they do not seem to be related to getting old, i.e., becoming physically incapable of engaging in the activity. More likely explanations are cohort differences and education patterns.

Among non-arts activities the pattern showing a reduction in activity levels is somewhat more prevelant (14 of 23 activities) and considerably more pronounced (i.e., the percentage drop is generally

TABLE 2.22
Proportion Participating in Each Activity During the Previous 12 Months by Age

		Age Groups				
		18-29	30-39	40-49	50-64	65+
17.	Going to symphony or chamber concerts.	18.4	16.1	13.9	14.9	17.3
18.	Going to an opera.	5.3	6.4	6.6	4.9	5.2
13.	Going to choral concerts.	35.6	42.6	45.7	41.6	40.7
25.	Singing in or playing for a chorus, choir, or other singing group.	26.7	21.3	[illegible]	14.1	12.9
14.	Going to jazz concerts.	20.2	11.9	7.5	9.8	4.2
16.	Going to folk/ethnic concerts or festivals.	22.6	17.1	15.2	16.7	12.2
24.	Playing an instrument in a group or for your own entertainment or taking music lessons.	24.7	16.2	13.4	9.9	8.4
10.	Painting, drawing, making sculpture, doing graphic art, taking photographs (as art) or making films yourself.	38.4	25.6	22.0	16.6	11.3
11.	Doing crafts.	37.6	40.8	39.6	34.0	35.9
12.	Taking art classes in painting, sculpture, graphics, film, or crafts.	13.4	6.6	6.8	6.4	5.8
30.	Going to a ballet or modern dance performance.	11.3	10.3	7.2	6.7	7.1
31.	Going to a folk dancing performance.	9.3	9.7	8.4	5.3	10.0
26.	Going to theater performance.	27.8	25.7	21.6	22.9	29.4
27.	Acting in plays or musicals, performing in a dance group, taking lessons in either, or providing behind the scene support.	9.3	4.0	2.4	2.1	3.7
2.	Writing novels, stories, plays, or poetry, or taking classes in writing.	29.3	13.5	11.2	6.2	10.4
7.	Visiting painting, graphic arts, photography or sculpture exhibits.	37.5	38.2	32.3	27.2	29.2
8.	Visiting craft exhibits.	51.0	55.5	48.6	44.6	38.1
9.	Touring buildings, etc. for design or historic value or visiting history, science or technical museums.	48.7	53.7	45.4	46.8	40.4
20.	Listening on radio or watching on TV classical music, opera, or dancing.	45.5	46.4	52.3	53.4	56.7
23.	Watching performances of jazz on TV or listening on the radio.	40.7	32.4	24.4	37.8	38.1
29.	Listening to radio broadcasts, your own recordings or watching TV productions of plays or poetry.	39.1	36.6	31.1	36.6	47.5
3.	Taking classes or attending lectures on art history, literature, etc., or belonging to a literature club.	17.3	11.4	8.9	6.9	5.9

TABLE 2.22 Continued

		Age Groups				
		18-29	30-39	40-49	50-64	65 +
4.	Watching regular TV programs day and night except sports and news.	94.0	87.0	85.1	86.8	85.8
21.	Listening to radio broadcasts of all other music.	95.1	87.6	89.2	78.9	60.5
22.	Listening to recordings.	89.1	82.7	76.2	68.7	50.0
15.	Going to rock or country and western or rhythm and blues concerts.	57.4	37.9	29.9	19.8	12.0
19.	Going to fairs and carnivals.	75.5	68.4	63.7	49.1	43.3
28.	Going to the movies.	93.3	83.8	69.5	44.3	38.8
6.	Watching sports on TV or listening on radio.	75.6	78.2	78.1	77.4	69.6
32.	Going to watch sports in person.	64.0	54.3	58.8	42.0	26.8
35.	Playing competitive sports.	42.5	23.4	15.4	7.4	6.2
37.	Jogging, weight lifting or other exercise program.	65.0	49.2	39.8	28.3	29.3
33.	Camping, hiking, back-packing, hunting, fishing, etc.	70.9	64.9	55.9	41.0	31.8
40.	Picnicing, visits to parks, zoos, nature walks, or driving a car for pleasure.	87.4	83.7	75.8	68.9	64.0
42.	Playing with your children.	40.2	74.6	71.3	41.4	31.0
36.	Playing indoor activities or games with friends and/or family.	85.8	70.9	66.7	50.7	44.9
41.	Visiting with friends or family members, writing letters, talking to friends on the phone, etc.	95.6	95.3	90.3	89.8	87.3
34.	Going to church or doing other church-related activities.	70.1	72.1	76.5	76.3	81.3
44.	Playing with pets.	61.6	56.8	45.5	45.6	37.5
1.	Reading (fiction books, periodicals, and nonfiction).	88.5	82.8	81.0	78.8	73.1
5.	Watching news and information programs on TV or reading in newspapers and news/magazines.	95.5	95.1	96.0	89.7	86.7
43.	Do-it-yourself activities or hobbies.	77.1	77.6	82.0	73.4	76.5
45.	Sitting and thinking—day-dreaming.	84.9	78.3	65.2	59.9	53.1
38.	Charity, volunteer, social service, or political organization activities.	23.7	41.4	33.4	29.4	25.1
39.	Fraternal organization or club activities.	15.6	16.9	18.9	29.9	29.5
	Weighted sample percentages	33.0	18.8	15.5	20.9	11.7

greater). While it is still possible to offer alternative explanations, the pervasiveness of most of these activities in all life stages (in contrast to the selectivity of the arts activities) and a tendency toward more active pursuits, seem to suggest that these changes are largely a result of a general slowdown in activity levels often (if not correctly) associated with aging. Only two of the activities on this list increase with age - going to church and fraternal activity. As was seemingly true for the arts related activities, these differences could be the result of age cohort rather than aging.

A resolution of this question would require the reconstruction of earlier activities by age cohort. The data available from this study provide an incomplete indicator if prior-to-18 patterns are used as indicators of earlier age cohort patterns. Data showing these patterns is presented in TABLE 2.23. Across all activities the level of participation prior to age 18 is higher for the younger groups than for the older groups. There are some exceptions, most notably for opera, ballet, theater, folk dancing performances, charity/volunteer work and fraternal organization membership. In these cases the trend is downward until the oldest age group, when a reversal occurs. For the first five activities (the arts related activities) this outcome may be the result of geographic settlement patterns, i.e., the over-65 group should have a significant number of retirees from other parts of the country, particularly in the northeast and north central states, who had different childhood experiences than those born and raised in the South.

In general, the data in this table support the hypothesis that historical participation patterns (the cohort explanation) do have some bearing on later participation rates. Later occuring factors, such as lower availability may also impact on the historical cohort pattern causing the results which occur for activities like attending an opera.[29]

The number of children in a family would seem to provide a natural barrier for participating in many types of leisure activities (TABLE 2.24). The barrier-like impact of children seems to be in operation in seven of the 22 arts related leisure activities. Five of these, going to symphonies, operas, ballets, and theater and art exhibits represent the same type of formal away-from-home activity. It is this type of activity, with associated costs of baby sitters or extra tickets, which would be most expected to be impacted by the presence

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[29] One data incongruency should also be noted. The television watching pattern (TABLE 2.23) shows a relatively large proportion of individuals (37.7%) 65 years old and older who say they watched TV before they were 18 years old. This number seems high even given some limited availability in the 1930's. It is possible that this figure is indicative of other over estimates of early participation among this age cohort, although the remaining data seems to fall within expectations based on patterns established for the other age groups. Unfortunately, there is no way to evaluate the reliability of answers for other non-technical activities for the oldest group. Even an argument that the question was misinterpreted is not convincing because the remaining results for the question seem generally to fit expectations concerning the likely behavior of older respondents. On the other hand, among arts related activities there are similar upward trends for this age group in certain unexpected areas. It is possible that there is a tendency among older respondents to over estimate participation in particular types of leisure activity.

Table 2.23

Proportion Who Participated in Each Activity Prior to Age 18 By Age Group

		Years Old				
		18-29	30-39	40-49	50-64	65 +
17.	Going to symphony or chamber concerts.	31.3	29.0	20.8	20.7	22.1
18.	Going to an opera.	13.4	10.7	9.3	9.9	15.3
13.	Going to choral concerts.	53.3	54.4	52.0	44.7	45.5
25.	Singing in or playing for a chorus, choir, or other singing group.	54.5	41.3	40.1	30.7	30.1
14.	Going to jazz concerts.	25.6	23.2	16.6	12.9	14.1
16.	Going to folk/ethnic concerts or festivals.	28.6	23.9	16.1	17.6	25.6
24.	Playing an instrument in a group or for your own entertainment or taking music lessons.	47.7	35.0	29.0	27.0	29.2
10.	Painting, drawing, making sculpture, doing graphic art, taking photographs (as art) or making films yourself.	48.2	30.6	30.5	22.0	19.3
11.	Doing crafts.	48.5	37.8	39.6	35.7	39.6
12.	Taking art classes in painting, sculpture, graphics, film, or crafts.	33.4	14.5	12.9	12.2	16.4
30.	Going to a ballet or modern dance performance.	15.2	15.3	9.9	10.2	19.1
31.	Going to a folk dancing performance.	15.7	[illegible].4	18.0	11.7	19.8
26.	Going to theater performance.	42.8	33.0	28.6	31.3	43.4
27.	Acting in plays or musicals, performing in a dance group, taking lessons in either, or providing behind the scene support.	32.9	26.0	23.0	21.7	28.7
2.	Writing novels, stories, plays, or poetry, or taking classes in writing.	54.1	32.8	18.6	16.2	22.5
7.	Visiting painting, graphic arts, photography or sculpture exhibits.	49.8	40.0	28.2	24.5	27.6
8.	Visiting craft exhibits.	49.6	42.2	33.3	31.3	30.5
9.	Touring buildings, etc. for design or historic value or visiting history, science or technical museums.	57.2	59.9	46.1	42.8	39.2
20.	Listening on radio or watching on TV classical music, opera, or dancing.	48.9	49.6	45.8	44.9	40.7
23.	Watching performances of jazz on TV or listening on the radio.	42.2	36.2	32.4	40.7	36.5
29.	Listening to radio broadcasts, your own recordings or watching TV productions of plays or poetry.	49.4	40.8	31.7	29.6	34.9
3.	Taking classes or attending lectures on art history, literature, etc., or belonging to a literature club.	40.8	26.4	21.5	22.8	21.5

Table 2.23 Continued

		18-29	30-39	40-49	50-64	65 +
4.	Watching regular TV programs day and night except sports and news.	95.8	89.7	65.1	42.6	37.7
21.	Listening to radio broadcasts of all other music.	96.9	91.1	87.4	83.4	47.6
22.	Listening to recordings.	91.0	84.8	76.7	67.1	43.7
15.	Going to rock or country and western or rhythm and blues concerts.	65.6	47.1	36.8	22.4	19.9
19.	Going to fairs and carnivals.	95.8	90.9	91.5	78.4	69.1
28.	Going to the movies.	97.4	93.4	86.4	73.5	62.7
6.	Watching sports on TV or listening on radio.	77.5	74.2	65.9	50.2	40.0
32.	Going to watch sports in person.	86.4	77.9	73.0	64.7	58.8
35.	Playing competitive sports.	71.1	55.6	47.3	47.4	32.9
37.	Jogging, weight lifting or other exercise program.	79.8	65.2	51.3	44.6	38.6
33.	Camping, hiking, back-packing, hunting, fishing, etc.	85.3	79.1	67.2	63.0	53.8
40.	Picnicing, visits to parks, zoos, nature walks, or driving a car for pleasure.	95.6	89.7	87.1	78.7	70.2
42.	Playing with your children.					
36.	Playing indoor activities or games with friends and/or family.	93.9	84.2	81.3	71.0	57.0
41.	Visiting with friends or family members, writing letters, talking to friends on the phone, etc.	96.7	95.1	96.6	88.9	79.8
34.	Going to church or doing other church-related activities.	91.1	90.4	93.7	86.6	78.3
44.	Playing with pets.	72.6	68.0	59.5	58.0	48.7
1.	Reading (fiction books, periodicals, and nonfiction).	95.2	87.3	86.7	84.9	68.1
5.	Watching news and information programs on TV or reading in newspapers and news/magazines.	91.0	87.9	78.4	64.5	43.5
43.	Do-it-yourself activities or hobbies.	79.0	71.2	75.7	70.2	58.7
45.	Sitting and thinking—day-dreaming.					
38.	Charity, volunteer, social service, or political organization activities.	34.1	35.5	31.0	28.1	34.3
39.	Fraternal organization or club activities.	22.3	21.3	21.1	18.7	25.7

TABLE 2.24

Proportion Participating In Each Activity During the Previous 12 Months by Number of Children

		none	one	two	three or more
17.	Going to symphony or chamber concerts.	20.9	15.8	12.3	8.7
18.	Going to an opera.	8.2	5.9	4.2	3.4
13.	Going to choral concerts.	39.9	44.1	43.9	36.6
25.	Singing in or playing for a chorus, choir, or other singing group.	18.9	20.8	25.2	18.0
14.	Going to jazz concerts.	15.6	10.4	8.9	14.6
16.	Going to folk/ethnic concerts or festivals.	21.3	16.7	15.5	18.9
24.	Playing an instrument in a group or for your own entertainment or taking music lessons.	19.0	14.2	16.3	13.9
10.	Painting, drawing, making sculpture, doing graphic art, taking photographs (as art) or making films yourself.	27.1	22.6	30.2	25.1
11.	Doing crafts.	42.2	35.8	38.1	45.8
12.	Taking art classes in painting, sculpture, graphics, film, or crafts.	8.3	6.2	9.8	13.4
30.	Going to a ballet or modern dance performance.	12.3	8.7	8.0	6.2
31.	Going to a folk dancing performance.	11.9	4.9	6.8	12.5
26.	Going to theater performance.	34.8	18.1	19.9	21.8
27.	Acting in plays or musicals, performing in a dance group, taking lessons in either, or providing behind the scene support.	7.6	3.5	3.5	1.6
2.	Writing novels, stories, plays, or poetry, or taking classes in writing.	21.8	12.5	12.4	20.0
7.	Visiting painting, graphic arts, photography or sculpture exhibits.	40.1	28.2	33.8	30.9
8.	Visiting craft exhibits.	48.7	52.2	52.2	50.3
9.	Touring buildings, etc. for design or historic value or visiting history, science or technical museums.	50.1	44.3	47.6	49.5
20.	Listening on radio or watching on TV classical music, opera, or dancing.	50.9	49.0	43.4	47.5
23.	Watching performances of jazz on TV or listening on the radio.	40.8	31.6	31.1	33.1
29.	Listening to radio broadcasts, your own recordings or watching TV productions of plays or poetry.	36.9	39.4	33.7	39.5
3.	Taking classes or attending lectures on art history, literature, etc., or belonging to a literature club.	13.1	10.1	11.1	10.6

TABLE 2.24 Continued

		none	one	two	three or more
4.	Watching regular TV programs day and night except sports and news.	92.3	83.4	87.5	91.2
21.	Listening to radio broadcasts of all other music.	86.5	86.4	91.9	87.0
22.	Listening to recordings.	82.1	79.4	82.5	75.8
15.	Going to rock or country and western or rhythm and blues concerts.	37.6	34.6	36.1	37.7
19.	Going to fairs and carnivals.	56.4	68.9	71.6	75.4
28.	Going to the movies.	66.4	74.9	85.6	81.2
6.	Watching sports on TV or listening on radio.	79.7	75.7	74.6	73.5
32.	Going to watch sports in person.	51.1	54.5	60.3	56.6
35.	Playing competitive sports.	21.0	21.4	26.1	23.0
37.	Jogging, weight lifting or other exercise program.	46.6	49.7	49.1	39.5
33.	Camping, hiking, back-packing, hunting, fishing, etc.	53.9	57.3	64.0	63.0
40.	Picnicing, visits to parks, zoos, nature walks, or driving a car for pleasure.	77.2	82.4	85.5	83.8
42.	Playing with your children.	25.2	86.1	87.7	88.3
36.	Playing indoor activities or games with friends and/or family.	64.4	73.0	76.1	71.6
41.	Visiting with friends or family members, writing letters, talking to friends on the phone, etc.	96.1	93.9	95.0	95.8
34.	Going to church or doing other church-related activities.	73.3	74.7	81.1	75.4
44.	Playing with pets.	55.1	55.2	48.4	55.1
1.	Reading (fiction books, periodicals, and nonfiction).	86.9	82.1	81.7	84.5
5.	Watching news and information programs on TV or reading in newspapers and news/magazines.	95.0	91.3	93.5	97.7
43.	Do-it-yourself activities or hobbies.	79.4	77.5	75.6	87.3
45.	Sitting and thinking—day-dreaming.	74.6	72.1	77.1	71.8
38.	Charity, volunteer, social service, or political organization activities.	28.0	26.4	38.7	40.7
39.	Fraternal organization or club activities.	26.1	13.2	19.7	15.4
	Weighted sample percentages	41.9	22.9	23.3	11.9

of children.[30] Acting, etc. has a similar pattern. So does watching or listening to jazz on TV or radio, but the same explanation does not apply. Other arts related activities show similar, though less pronounced patterns.

Six of the arts related activities have distinctive U-shaped functions. For these activities, going to jazz and folk/ethnic concerts, folk dancing performances, doing crafts, taking art classes, and writing, there is a decrease in the proportion of people engaging in the activity with the presence of the first child, but a subsequent increase in the proportion of participants with the third or larger number of children. One possible explanation for the pattern is that by the third child it is possible to have a "built-in" baby sitter, the eldest child. Another possible explanation is that some of the activities in this group, like doing crafts, taking classes and writing are daytime activities done while children are in school. However, this explanation does not apply to going to jazz or folk/ethnic concerts.

With minor exceptions, similar patterns do not apply to non-arts activities. Most of these activities seem more nearly equal across all family size groups. The most pronounced pattern, for four activities, actually shows an increase as the number of children increases.

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[30] This pattern is not sustained in the analysis of most important perceived barriers to participation (Chapter 4). Parents are less likely to cite children as the major barrier to away-from-home passive arts related activities than they are for at-home active pursuits. Although these results are not really contradictory, they do provide an interesting basis for speculating about "real" versus attributed reasons for not increasing participation levels.

These are going to fairs and carnivals, going to the movies, picnicking, etc., and charity, volunteer activity. The first three of these activities are logically related to doing things with children and families, thus providing one possible explanation for the patterns.[31]

Specific differences in leisure participation for racial groups are presented in TABLE 2.25 Before discussing outcomes for the table it will be useful to describe some general characteristics of the variable. Proportions of Whites and Blacks have been weighted to approximate population distributions (see APPENDIX D). A weighting procedure was also used for education level. However, the procedure could not provide an education by race weight, i.e., each weighted variable was treated independently. For this reason the results of the survey still show what is probably an educational bias among Black respondents. This bias would be in the direction showing Blacks with a somewhat higher education level than is probably true for the southern Black population as a whole. This issue is being raised here because some of the results in TABLE 2.25 may be affected by the potential bias. These results contradict expectations given results on TABLE 2.27 (Education by Proportion Participation) and information

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[31] One data anomoly is that 25.2% of those with no children living at home report playing with their children. This is probably caused by the fact that many divorced people still play with their children even though they do not live together. In addition, some respondents may have interpretted the question to mean play with any children.

TABLE 2.25
Proportion Participating in Each Activity During the Previous 12 Months by Race

		Black	White	Other
17.	Going to symphony or chamber concerts.	10.6	17.3	18.6
18.	Going to an opera.	7.1	5.3	.8
13.	Going to choral concerts.	58.7	38.5	28.1
25.	Singing in or playing for a chorus, choir, or other singing group.	35.6	19.1	16.1
14.	Going to jazz concerts.	27.2	10.4	16.9
16.	Going to folk/ethnic concerts or festivals.	14.3	17.8	35.7
24.	Playing an instrument in a group or for your own entertainment or taking music lessons.	16.1	16.8	22.7
10.	Painting, drawing, making sculpture, doing graphic art, taking photographs (as art) or making films yourself.	23.9	25.7	39.4
11.	Doing crafts.	27.2	39.5	24.6
12.	Taking art classes in painting, sculpture, graphics, film, or crafts.	7.6	9.3	5.5
30.	Going to a ballet or modern dance performance.	5.9	9.3	19.2
31.	Going to a folk dancing performance.	3.8	9.3	6.5
26.	Going to theater performance.	22.3	26.6	21.6
27.	Acting in plays or musicals, performing in a dance group, taking lessons in either, or providing behind the scene support.	6.4	4.7	14.2
2.	Writing novels, stories, plays, or poetry, or taking classes in writing.	21.3	15.2	34.8
7.	Visiting painting, graphic arts, photography or sculpture exhibits.	21.7	35.6	33.3
8.	Visiting craft exhibits.	32.8	51.1	46.8
9.	Touring buildings, etc. for design or historic value or visiting history, science or technical museums.	35.0	49.6	49.7
20.	Listening on radio or watching on TV classical music, opera, or dancing.	55.1	48.3	64.3
23.	Watching performances of jazz on TV or listening on the radio.	56.8	32.9	36.7
29.	Listening to radio broadcasts, your own recordings or watching TV productions of plays or poetry.	39.6	37.7	42.9
3.	Taking classes or attending lectures on art history, literature, etc., or belonging to a literature club.	13.6	10.5	23.2

TABLE 2.25 Continued

		Black	White	Other
4.	Watching regular TV programs day and night except sports and news.	88.2	89.3	84.2
21.	Listening to radio broadcasts of all other music.	76.6	86.4	87.3
22.	Listening to recordings.	77.3	77.0	78.9
15.	Going to rock or country and western or rhythm and blues concerts.	26.9	37.4	39.3
19.	Going to fairs and carnivals.	66.0	62.7	68.7
28.	Going to the movies.	64.5	71.7	82.6
6.	Watching sports on TV or listening on radio.	71.9	77.6	62.4
32.	Going to watch sports in person.	50.6	52.4	59.9
35.	Playing competitive sports.	21.5	22.8	42.9
37.	Jogging, weight lifting or other exercise program.	43.6	46.0	67.9
33.	Camping, hiking, back-packing, hunting, fishing, etc.	35.5	59.5	70.5
40.	Picnicing, visits to parks, zoos, nature walks, or driving a car for pleasure.	73.3	79.0	79.3
42.	Playing with your children.	66.9	47.7	54.9
36.	Playing indoor activities or games with friends and/or family.	60.6	68.6	77.4
41.	Visiting with friends or family members, writing letters, talking to friends on the phone, etc.	84.1	93.7	94.4
34.	Going to church or doing other church-related activities.	33.6	72.2	83.4
44.	Playing with pets.	36.1	55.1	44.5
1.	Reading (fiction books, periodicals, and nonfiction).	69.2	84.0	87.8
5.	Watching news and information programs on TV or reading in newspapers and news/magazines.	92.0	93.5	92.0
43.	Do-it-yourself activities or hobbies.	69.8	77.9	77.1
45.	Sitting and thinking—day-dreaming.	72.0	71.8	65.3
38.	Charity, volunteer, social service, or political organization activities.	40.7	28.3	30.3
39.	Fraternal organization or club activities.	21.8	20.4	25.0
	Weighted sample percentages	12.0	83.8	4.2

on education among the total population of Blacks and Whites in the South. A specific example is a slightly higher porportion of Blacks than Whites who attend an opera during the past year. Given the strong relationship between education and opera attendance (TABLE 2.27), the 7.8% Blacks who attended an opera are probably more highly educated than the average Black in the South. Other activities *may* reflect this same bias *when participation in the activity is also associated with education level.* The reader is therefore cautioned to use TABLE 2.27 as a reference when interpreting results of TABLE 2.25.[32]

A second note on this table relates to the configuration of the "other" category. This category is made up of two groups. The first is Asian-Americans or orientals who comprise .8% of the sample. The second is a nationality group rather than a race and is made up of "Spanish origin - Mexican-American, Cuban-American, and Puerto Rican" individuals. This group is 3.4% of the sample. Because these groups were so small (a total of 71 respondents), they were combined in this analysis. Obviously, the higher proportion of the latter groups makes results shown in the table more descriptive of that group than of the oriental group. Our description and analyses will proceed with these factors in mind.

Despite any possible educational bias in these data, it is clear that there are significant differences in leisure activity participation levels among Blacks, Whites and Orientals/Hispanics. For arts-related activities, Whites are more likely to attend symphonies, do crafts, go to a ballet or folk dance performance, visit art and craft exhibits, and tour buildings and museums; a total of seven activity groups. Blacks, on the other hand, are more likely to attend choral concerts, sing in a group, go to jazz concerts, and watch or listen to jazz on TV or radio, four different activities. The remaining activities are relatively equally enjoyed by both population groups. The observed differences among arts related activities follow somewhat predictable if not stereotypic patterns. Whites seem to be more oriented toward the classical arts, while Blacks are more likely to pursue "jazz" and choral activities. Blacks and Whites show relatively equal participation levels for most active pursuits, playing an instrument, painting, etc., taking painting classes, acting, writing and taking art history and literature courses.[33]

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[32] The same possible bias may also have the effect of reducing the representation of real population differences. If Blacks generally are less well educated results for TABLE 2.16 might be under representing Black-White differences. What these results would represent are racial differences among more equally educated groups - a kind of built-in control.

Among non-art activities, there are nine activities where notable differences exist. Blacks show higher participation for playing with children, going to church, and charity and volunteer work; all active pursuits. Whites show higher participation levels for listening to the radio, going to pop music concerts, camping, hiking, etc., playing with pets, reading, and do-it-yourself activities. These six form a mixture of active/passive and home/away activities. It is difficult to draw conclusions from the differences because most do not represent reversals, but only large differences. The strong orientation of Blacks to singing and choral music and dance are two arts related areas which may merit special consideration in policy development, although as earlier analyses have shown, the choral and singing activities are also related to religious/church activity participation.

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[33] Keeping in mind a possible educational bias.

Another potential factor in the selection of leisure activities is the size of the community in which individuals live. Differences related to community size may be directly attributed to two types of factors. First is the issue of availability. Even in an era of road companies, outreach programs, and high-speed travel, there are a large number of smaller towns and rural areas that do not provide opportunities to participate in a large number of different activities. Second is the issue of the individual's previous history of participation. Again, in smaller and middle-sized towns, an earlier lack of availability could have led to low participation and an absence of the participation habit (described in the earlier section on historical patterns). Thus, even with new availability of many leisure activities, the absence of previous opportunities can influence current participation choices and rates.

TABLE 2.26 has results for 10 community size categories. While there are no perfect patterns, directly following community size, there are several arts related activities which seem to be generally related to community size. Symphony and opera attendance, jazz concert attendance, ballet and folk dancing performance attendance, writing and visiting art exhibits are all more likely to be done by those living in larger communities. With the exception of writing,

TABLE 2.26
Proportion Participating in Each Activity During the Previous 12 Months by Community Size

		Community Size Groups									
		more than 1000000	500000-999999	100000-499999	50000-99999	suburb 500000 or more	suburb 100000-499999	10000-49999	2500-9999	rural farm	rural not farming
17.	Going to symphony or chamber concerts.	20.8	23.5	22.2	17.7	21.6	16.4	24.9	9.7	4.9	8.4
18.	Going to an opera.	9.1	11.0	9.1	4.1	7.0	2.4	5.1	1.5	2.6	6.6
13.	Going to choral concerts.	41.4	31.7	36.2	35.0	45.0	33.1	50.2	45.0	39.3	41.5
25.	Singing in or playing for a chorus, choir, or other singing group.	16.3	21.1	18.1	20.7	22.6	23.3	20.2	16.8	25.7	25.9
14.	Going to jazz concerts.	22.6	15.0	16.1	17.3	15.1	5.6	15.6	14.3	3.2	3.3
16.	Going to folk/ethnic concerts or festivals.	26.9	27.9	15.7	19.9	15.1	12.4	19.9	20.3	11.5	16.0
24.	Playing an instrument in a group or for your own entertainment or taking music lessons.	18.1	24.0	15.4	22.7	15.8	21.3	18.6	9.1	13.9	17.4
10.	Painting, drawing, making sculpture, doing graphic art, taking photographs (as art) or making films yourself.	37.4	26.0	30.5	21.6	26.8	29.7	30.8	23.3	23.9	16.5
11.	Doing crafts.	36.3	41.0	36.8	29.3	33.8	52.3	40.0	40.4	32.1	42.9
12.	Taking art classes in painting, sculpture, graphics, film, or crafts.	11.6	11.4	9.7	8.1	10.5	8.5	10.5	5.7	6.5	8.9
30.	Going to a ballet or modern dance performance.	21.5	15.7	9.3	16.5	14.7	11.8	7.9	5.0	0.6	4.3
31.	Going to a folk dancing performance.	17.2	10.3	9.7	9.2	8.6	4.8	8.3	9.8	5.5	3.5
26.	Going to theater performances.	43.0	33.3	30.6	27.7	34.1	31.7	27.3	22.5	12.9	14.2
27.	Acting in plays or musicals, performing in a dance group, taking lessons in either, or providing behind the scene support.	3.9	11.0	6.2	3.4	10.3	5.9	6.4	3.5	2.8	3.1
2.	Writing novels, stories, plays, or poetry, or taking classes in writing.	22.1	30.6	18.5	14.3	25.9	14.6	19.8	12.4	10.4	9.6
7.	Visiting painting, graphic arts, photography or sculpture exhibits.	52.8	45.3	40.6	33.7	42.5	32.3	39.0	31.5	15.1	21.5
8.	Visiting craft exhibits.	54.8	47.7	56.0	49.5	55.8	55.1	47.8	47.9	35.9	44.7
9.	Touring buildings, etc. for design or historic value or visiting history, science or technical museums.	52.3	52.3	36.0	48.3	61.3	61.4	46.9	41.4	37.0	41.7

TABLE 2.26 Continued

Community Size Groups

		more than 1000000	500000-999999	100000-499999	50000-999999	suburb 500000 or more	suburb 100000-499999	10000-49999	2500-9999	rural farm	rural not farming
20.	Listening on radio or watching on TV classical music, opera, or dancing.	52.2	50.4	49.3	58.9	41.7	54.2	51.3	53.3	46.6	42.7
23.	Watching performances of jazz on TV or listening on the radio.	45.6	37.2	38.3	35.0	46.0	32.4	39.9	29.4	30.9	29.0
29.	Listening to radio broadcasts, your own recordings or watching TV productions of plays or poetry.	39.7	41.4	46.7	41.9	34.4	36.9	46.7	33.6	27.5	29.7
3.	Taking classes or attending lectures on art history, literature, etc., or belonging to a literature club.	9.1	17.6	12.1	13.2	18.7	7.2	11.6	9.8	6.5	13.0
4.	Watching regular TV programs day and night except sports and news.	90.2	92.2	89.2	87.9	89.2	86.6	92.3	88.2	87.3	88.6
21.	Listening to radio broadcasts of all other music.	91.7	77.1	88.4	81.7	89.4	91.2	84.9	88.3	83.2	85.1
22.	Listening to recordings.	81.8	82.0	81.7	74.1	77.8	83.1	80.0	76.1	70.0	74.3
15.	Going to rock or country and western or rhythm and blues concerts.	42.0	40.3	38.8	38.3	43.8	36.4	31.2	33.1	31.4	38.0
19.	Going to fairs and carnivals.	63.0	65.8	60.4	63.6	46.4	70.7	62.7	68.5	62.1	72.2
28.	Going to the movies.	79.1	77.0	75.8	67.3	86.0	86.3	68.6	68.9	59.1	68.6
6.	Watching sports on TV or listening on radio.	73.2	82.4	85.2	74.4	75.7	76.3	75.2	77.1	70.8	74.8
32.	Going to watch sports in person.	61.0	55.7	54.5	50.9	56.7	56.9	54.0	54.0	46.1	45.9
35.	Playing competitive sports.	28.8	27.7	23.5	32.6	22.1	25.2	20.2	23.5	18.4	22.7
37.	Jogging, weight lifting or other exercise program.	58.9	55.2	50.3	43.5	57.5	47.2	45.5	36.6	40.7	45.7
33.	Camping, hiking, back-packing, hunting, fishing, etc.	66.3	55.8	54.7	53.0	64.1	66.1	49.3	55.7	64.6	56.2
40.	Picnicing, visits to parks, zoos, nature walks, or driving a car for pleasure.	83.2	74.6	83.1	75.6	78.3	82.5	79.4	79.0	71.6	84.0

TABLE 2.26 Continued

Community Size Groups

		more than 1000000	500000-999999	100000-499999	50000-99999	suburb 500000 or more	suburb 100000-499999	10000-49999	2500-9999	rural farm	rural not farming
42.	Playing with your children.	49.4	45.1	37.2	48.6	48.7	49.8	48.6	56.0	61.3	61.7
36.	Playing indoor activities or games with friends and/or family.	75.1	79.4	69.6	63.7	68.4	72.4	69.3	63.5	60.1	68.0
41.	Visiting with friends or family members, writing letters, talking to friends on the phone, etc.	98.8	91.7	93.9	86.9	94.1	97.7	93.6	87.7	92.6	95.2
34.	Going to church or doing other church-related activities.	69.3	70.2	73.7	67.1	71.0	72.8	72.9	77.3	78.6	80.9
44.	Playing with pets.	62.9	43.9	54.8	48.5	55.7	49.1	48.7	47.0	53.2	60.0
1.	Reading (fiction books, periodicals, and nonfiction).	85.5	95.5	85.9	84.1	88.8	94.2	82.5	82.9	70.3	73.2
5.	Watching news and information programs on TV or reading in newspapers and news/magazines.	97.5	92.4	94.7	90.9	97.0	100.0	94.5	95.4	89.7	88.8
43.	Do-it-yourself activities or hobbies.	82.3	77.1	76.9	72.7	75.1	85.1	77.9	79.6	74.5	81.0
45.	Sitting and thinking–day-dreaming.	73.6	77.6	77.4	71.5	80.6	77.9	69.4	72.9	64.3	65.8
38.	Charity, volunteer, social service, or political organization activities.	35.8	33.2	28.8	30.2	31.0	25.6	31.3	35.8	21.2	30.5
39.	Fraternal organization or club activities.	16.1	21.2	22.9	24.0	19.1	23.3	28.5	20.2	14.1	19.0
	Weighted sample percentages	6.8	6.7	15.0	9.5	6.6	4.2	14.8	11.8	14.2	10.4

all of these are away-from-home activities whose availability might be higher in larger cities. The remaining arts related activities favor active participation and media presented activities which also support the availability hypothesis.

One activity, singing, shows a slight tendency for higher participation in smaller communities. This result is complementary to the higher proportion of smaller community members who pursue church related activities. The relationship of choral and church activities was discussed earlier in this chapter. The only other leisure activity for which there is generally higher participation levels in smaller communities is playing with children.

Other non-arts activities which are more likely to be pursued in larger communities are reading, watching or reading news, day-dreaming, going to watch sports in person, and jogging, etc. None of these activities seems particularly oriented to larger cities, although several are more likely to be pursued by individuals with higher education (TABLE 2.27). These are reading, watching or reading news, jogging and day-dreaming. This distinction is important because there is a slight positive relationship between community size and education level.

Three socio-economic variables were also considered. The first of these is education level (TABLE 2.27). Education shows the highest number of associations of any of the predictor variables. A total of 14 of 22 arts related and 14 of 23 non-arts related show a positive relationship between level of education and the proportion of individuals in each education group who participate in the activity.

That is, the higher the education level, the more likely the activity will be pursued. While these are not all perfect relationships, i.e., there is not necessarily an increase for each education group on each activity, the pattern is strong enough to suggest that education level is the single most important of the SES/demographic predictors. In general, more people with higher education participate than those with less education. This is true for active and passive arts related activities and for those activities done at home as well as those done away from home. A similar pattern is true for non-arts activities.

While the overall pattern shows increases across all education groups, there are distinctive patterns within activities relative to where the major break in the trend occurs. For example, a major break in symphony attendance occurs between high school grad (10.4%) and some college (24.5%). Another large jump occurs between those with post graduate attendance (32.6%) and Ph.D.'s (52.7%).[34] For opera attendance, on the other hand, the largest single difference is between some college (5.9%) and college grads (12%). The major difference on attending choral concerts is between those with less than an 8th grade education (23.9%) and those with an 8th grade education (42.3%). Similar patterns exist for other activities. There is, however, no obvious pattern across all activities.

As a standard explanation for the large impact of education level, it is usually argued that as education increases: (1) individuals expand their leisure horizons, learn about a wider variety of

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[34] Although the Ph.D. category is quite small.

TABLE 2.27
Proportion Participating in Each Activity During the Previous 12 Months by Education Level

		to 8th	8+ not grad HS	grad HS	some college	grad 4 yr college	post grad	PhD
17.	Going to symphony or chamber concerts.	6.1	10.7	10.4	24.5	26.1	32.6	52.7
18.	Going to an opera.	2.2	4.3	2.5	5.9	12.0	16.7	17.4
13.	Going to choral concerts.	23.9	42.3	41.1	39.0	47.1	46.5	50.5
25.	Singing in or playing for a chorus, choir, or other singing group.	12.3	25.0	22.3	20.2	23.1	12.2	15.2
14.	Going to jazz concerts.	2.2	10.7	10.6	15.2	15.6	25.6	12.7
16.	Going to folk/ethnic concerts or festivals.	8.9	21.0	15.7	17.9	25.3	27.8	14.7
24.	Playing an instrument in a group or for your own entertainment or taking music lessons.	5.3	14.9	14.1	23.4	21.5	22.5	19.5
10.	Painting, drawing, making sculpture, doing graphic art, taking photographs (as art) or making films yourself.	14.4	22.1	25.0	28.2	36.8	28.1	48.4
11.	Doing crafts.	24.2	34.9	38.4	41.5	36.4	47.2	33.7
12.	Taking art classes in painting, sculpture, graphics, film, or crafts.	2.5	10.4	7.4	12.7	12.4	6.3	21.5
30.	Going to a ballet or modern dance performance.	2.4	3.4	6.0	8.8	26.2	24.5	16.1
31.	Going to a folk dancing performance.	5.5	6.7	7.2	7.6	14.7	17.7	12.2
26.	Going to theater performance.	12.0	14.2	21.4	18.4	44.1	58.9	51.4
27.	Acting in plays or musicals, performing in a dance group, taking lessons in either, or providing behind the scene support.	2.2	5.0	3.9	4.9	11.0	7.3	3.8
2.	Writing novels, stories, plays, or poetry, or taking classes in writing.	6.9	17.2	11.6	27.0	23.3	21.9	26.3
7.	Visiting painting, graphic arts, photography or sculpture exhibits.	11.1	23.2	26.9	42.1	56.5	64.8	81.4
8.	Visiting craft exhibits.	17.6	40.4	49.6	51.7	67.6	61.8	78.9
9.	Touring buildings, etc. for design or historic value or visiting history, science or technical museums.	23.9	38.3	44.6	51.4	70.7	71.7	88.9
20.	Listening on radio or watching on TV classical music, opera, or dancing.	42.2	46.6	47.9	44.9	63.6	66.3	78.3
23.	Watching performances of jazz on TV or listening on the radio.	29.6	31.6	33.7	35.0	42.1	56.5	50.2
29.	Listening to radio broadcasts, your own recordings or watching TV productions of plays or poetry.	28.8	34.7	32.7	43.2	52.3	52.4	83.2
3.	Taking classes or attending lectures on art history, literature, etc., or belonging to a literature club.	2.2	11.2	5.7	16.8	28.4	16.9	25.8

TABLE 2.27 Continued

		to 8th	8+ not grad HS	grad HS	some college	grad 4 yr college	post grad	PhD
4.	Watching regular TV programs day and night except sports and news.	80.4	91.6	89.6	87.4	91.1	91.8	96.1
21.	Listening to radio broadcasts of all other music.	71.2	78.8	88.4	88.6	91.7	88.0	91.4
22.	Listening to recordings.	61.4	66.9	79.9	81.5	83.9	88.1	84.8
15.	Going to rock or country and western or rhythm and blues concerts.	15.1	33.7	39.0	40.1	28.5	43.8	14.2
19.	Going to fairs and carnivals.	58.4	61.3	63.7	66.3	69.1	54.6	38.5
28.	Going to the movies.	38.2	58.3	73.5	81.7	81.7	70.2	93.7
6.	Watching sports on TV or listening on radio.	57.4	66.7	78.1	79.1	83.8	87.1	91.4
32.	Going to watch sports in person.	30.8	46.1	50.3	60.4	60.5	73.3	69.0
35.	Playing competitive sports.	9.7	15.7	22.9	28.8	23.9	35.8	52.3
37.	Jogging, weight lifting or other exercise program.	25.7	41.2	44.6	53.9	57.1	56.1	62.7
33.	Camping, hiking, back-packing, hunting, fishing, etc.	40.2	44.6	58.4	64.3	65.4	64.6	83.0
40.	Picnicing, visits to parks, zoos, nature walks, or driving a car for pleasure.	60.0	70.2	81.2	84.3	78.9	82.9	95.3
42.	Playing with your children.	44.0	52.2	55.9	49.0	44.6	42.3	40.7
36.	Playing indoor activities or games with friends and/or family.	35.0	58.2	69.1	79.1	76.2	75.8	90.0
41.	Visiting with friends or family members, writing letters, talking to friends on the phone, etc.	79.2	89.0	94.2	96.1	96.2	93.4	100.0
34.	Going to church or doing other church-related activities.	72.3	77.8	74.2	73.0	80.7	69.1	62.5
44.	Playing with pets.	30.9	52.8	50.3	63.9	51.9	59.1	51.6
1.	Reading (fiction books, periodicals, and nonfiction).	54.8	72.6	84.1	90.3	95.2	94.9	93.7
5.	Watching news and information programs on TV or reading in newspapers and news/magazines.	76.1	92.6	95.3	94.8	98.0	96.3	100.0
43.	Do-it-yourself activities or hobbies.	72.6	71.8	77.8	79.5	85.2	79.0	88.0
45.	Sitting and thinking—day-dreaming.	49.8	66.6	72.2	76.8	83.7	85.8	56.5
38.	Charity, volunteer, social service, or political organization activities.	12.2	17.1	30.2	33.0	40.0	48.6	70.6
39.	Fraternal organization or club activities.	8.2	20.5	18.0	20.0	39.6	27.5	47.7
	Weighted sample percentages	7.2	15.1	40.8	19.7	9.1	7.3	0.9

leisure activities, and subsequently engage in more activities; (2) exposure is accompanied by a broader intellectual framework which presumably would lead individuals to pursue a wider variety of activities; and (3) income increases, which permits the selection of a greater variety and more activities. There is probably some truth in all of these explanations, although our data do not permit testing the hypotheses directly. It is clear, however, that education is far from the only or even a dominant explanation for participation in most activities. While there is a tendency to increase activity with education level for a wide variety of activities, differences, even between highest and lowest levels, are often marginal. This is especially true for non-arts activities where most participation levels are well above 50% even for the lowest groups. For arts related activities the relative explanatory power of education may be somewhat stronger because the relative increases are much higher. For example, Ph.D.'s were eight times more likely to attend symphonies and slightly less than eight times more likely to attend operas than those with less than an 8th grade education. In cases where such differences exist, it seems as though the socialization power of the educational experience, if not its intellectual broadening role, must be a powerful factor in subsequent leisure activity selection. Later analyses of the demand for increased participation in each activity and the reasons for not increasing activity levels provide further evidence on this question.

While income, or more accurately the absence of money, is often cited as a reason for not participating in a variety of leisure activities, the first order comparisons across income groups presented in TABLE 2.28 show little of the expected cost orientation toward activity selection. For no activity is there a consistent increase in the proportions participants as income increases. Instead, there seem to be thresholds where large increases in participation rates occur after substantial stability across lower income groups. For example, the top two income groups, over $20,000, are substantially more likely to attend symphonies than are individuals in the lower groups, under $20,000. Similarly, in only the top income group has more than 5% of the population attended an opera during the past year. The same pattern exists for attending ballets, folk dancing performances, and the theater among the arts related activities which are normally assumed to have some kind of cost or admission price.

Two somewhat more consistent patterns occur for visiting art exhibits and touring buildings and museums, for these activities are generally associated with low cost. The patterns could reflect association between income level and both education and community size. Finally, among the arts activities, there is a tendency for increases in the rate of using media to pursue plays and poetry among those who earn more money.

For the remaining leisure activities a similar kind of pattern exists. Only one activity, charity, volunteer work, shows a fairly linear increase as income increases. Others change in blocks just as the arts related activities did. Going to fairs and carnivals and going to the movies, for example, have a large increase at the $8,000 per year breakpoint. Both are cost activities. On the other hand,

TABLE 2.28
Proportion Participating in Each Activity During the Previous 12 Months by Income Level

		Income Level							
		to 5000	5001-8000	8001-10000	10001-12000	12001-15000	15001-20000	20001-30000	Over 30001
17.	Going to symphony or chamber concerts.	13.0	9.5	17.8	13.2	13.0	13.9	21.7	32.5
18.	Going to an opera.	4.6	2.5	3.7	3.5	4.0	5.2	4.1	17.8
13.	Going to choral concerts.	38.7	38.1	39.2	37.7	42.1	48.8	35.3	45.0
25.	Singing in or playing for a chorus, choir, or other singing group.	20.7	23.9	21.0	25.4	22.8	17.9	13.5	23.4
14.	Going to jazz concerts.	9.8	12.8	20.9	8.5	13.4	10.7	10.0	17.6
16.	Going to folk/ethnic concerts or festivals.	21.0	15.2	15.4	17.0	21.8	18.0	16.9	22.0
24.	Playing an instrument in a group or for your own entertainment or taking music lessons.	13.3	16.4	22.9	20.4	19.7	11.8	16.5	18.7
10.	Painting, drawing, making sculpture, doing graphic art, taking photographs (as art) or making films yourself.	27.8	18.8	30.7	18.3	23.3	28.1	36.2	23.8
11.	Doing crafts.	31.0	30.2	49.5	38.5	36.3	43.3	42.2	35.6
12.	Taking art classes in painting, sculpture, graphics, film, or crafts.	11.2	6.4	11.7	5.3	5.7	9.0	12.4	9.8
30.	Going to a ballet or modern dance performance.	9.2	5.7	4.6	9.3	4.3	6.7	10.1	25.5
31.	Going to a folk dancing performance.	8.3	4.0	2.8	11.3	6.2	11.2	9.4	14.9
26.	Going to theater performance.	20.1	19.5	18.3	27.6	13.9	23.1	32.0	44.9
27.	Acting in plays or musicals, performing in a dance group, taking lessons in either, or providing behind the scene support.	6.4	2.2	7.9	5.9	4.6	3.9	4.1	7.2
2.	Writing novels, stories, plays, or poetry, or taking classes in writing.	18.5	10.2	24.7	14.9	17.8	14.6	13.2	21.9
7.	Visiting painting, graphic arts, photography or sculpture exhibits.	22.5	25.2	33.5	28.0	30.2	39.1	41.5	54.1
8.	Visiting craft exhibits.	38.3	37.1	52.7	45.2	49.7	61.5	56.5	53.2
9.	Touring buildings, etc. for design or historic value or visiting history, science or technical museums.	36.0	36.7	46.4	35.4	53.0	52.1	66.1	63.2
20.	Listening on radio or watching on TV classical music, opera, or dancing.	47.5	52.2	52.1	39.9	49.3	54.2	55.3	48.8
23.	Watching performances of jazz on TV or listening on the radio.	36.6	39.6	32.0	35.1	36.9	30.7	38.0	40.4
29.	Listening to radio broadcasts, your own recordings or watching TV productions of plays or poetry.	34.5	35.8	30.8	40.0	33.7	40.9	44.3	47.9
3.	Taking classes or attending lectures on art history, literature, etc., or belonging to a literature club.	9.5	8.1	13.1	11.2	12.6	8.5	12.9	15.2

TABLE 2.28 Continued

		to 5000	5001-8000	8001-10000	10001-12000	12001-15000	15001-20000	20001-30000	over 30000
4.	Watching regular TV programs day and night except sports and news.	86.1	86.8	90.7	90.1	89.7	94.0	94.0	85.1
21.	Listening to radio broadcasts of all other music.	70.7	85.6	87.5	87.5	89.7	91.1	91.1	89.6
22.	Listening to recordings.	67.8	78.2	72.9	71.4	78.6	82.9	83.7	85.8
15.	Going to rock or country and western or rhythm and blues concerts.	32.3	37.2	35.0	31.6	42.6	39.2	35.0	33.1
19.	Going to fairs and carnivals.	57.8	56.4	70.2	57.4	72.4	66.3	63.9	60.2
28.	Going to the movies.	48.6	67.2	79.3	73.4	79.5	73.6	81.3	81.1
6.	Watching sports on TV or listening on radio.	55.6	67.1	79.2	82.5	80.9	83.4	86.1	84.7
32.	Going to watch sports in person.	30.6	42.3	50.6	42.1	54.8	62.3	65.9	74.1
35.	Playing competitive sports.	16.7	13.9	24.5	25.7	23.8	29.0	28.3	25.4
37.	Jogging, weight lifting or other exercise program.	38.4	45.3	44.6	41.8	45.4	50.7	54.0	51.5
33.	Camping, hiking, back-packing, hunting, fishing, etc.	46.2	41.6	55.3	56.8	63.0	63.6	69.6	68.0
40.	Picnicing, visits to parks, zoos, nature walks, or driving a car for pleasure.	64.7	75.3	86.2	74.0	85.5	82.4	85.7	82.5
42.	Playing with your children.	38.6	48.4	50.9	44.6	59.8	60.7	54.2	52.3
36.	Playing indoor activities or games with friends and/or family.	51.8	62.6	69.4	60.1	74.7	76.9	75.2	79.3
41.	Visiting with friends or family members, writing letters, talking to friends on the phone, etc.	88.7	93.2	92.7	88.5	94.2	97.7	94.3	96.6
34.	Going to church or doing other church-related activities.	75.7	66.1	77.0	71.4	76.1	80.8	68.1	80.0
44.	Playing with pets.	48.0	52.6	50.7	47.8	57.6	55.9	51.7	55.2
1.	Reading (fiction books, periodicals, and nonfiction).	72.8	77.4	82.7	81.6	89.5	86.3	87.9	91.5
5.	Watching news and information programs on TV or reading in newspapers and news/magazines.	83.0	90.2	97.5	97.2	96.7	97.7	96.0	97.0
43.	Do-it-yourself activities or hobbies.	72.0	68.9	85.1	78.5	76.2	82.9	85.2	78.0
45.	Sitting and thinking—day-dreaming.	65.9	68.5	74.6	77.3	76.2	77.7	75.8	72.9
38.	Charity, volunteer, social service, or political organization activities.	15.7	20.9	28.6	29.9	26.2	32.3	39.2	48.7
39.	Fraternal organization or club activities.	14.3	11.0	18.9	15.5	22.3	27.0	27.2	29.9
	Weighted sample percentages	15.1	13.2	9.8	8.7	12.1	17.3	11.8	12.1

watching sports on TV breaks at the same point. There is no similar breakpoint for watching regular TV programs, so this is probably not the point where TV ownership or availability decreases. Watching less sports increases sharply at the $8,000 point, but then decreases again before continuing the climb. Jogging and other exercise programs seems to be more popular in the upper three income groups, although the difference is not great. Camping, hiking, etc. shows a steady increase in participation with income, while playing indoor games breaks at two points; between the first and second groups and between the fourth and fifth groups ($12,000 per year).

On a more general level, the following observations about the role of income are relevant. First, higher income is usually indicative of higher participation rates for all activities. This pattern was true for education groups as well. Since many activities are relatively costless, it seems likely that income is indicative of other characteristics and attitudes as well as an ability to "afford" more leisure activity. The measure used in this table is of proportion of the population who participate in each activity, not the amount of participation, at each income level. This could mean that wealthier people engage in more activities, but do not necessarily have or take more leisure time. This interpretation is supported by some of the findings on leisure clusters reported below.

The second general observation is that the pattern of lowest proportional participation by the lowest income group among non-arts activities is not true for arts related activities. Only one activity, visiting art exhibits, has lowest partitipation among those with incomes of $5,000 or less. One possible explanation for this distribution is the higher percentage of students in the low income group. This subgroup is more likely to participate in arts related activities and somewhat less likely to pursue the more traditional activities which fall into the non-arts area. Another partial explanation is the potential youth of the subgroups. The historical analyses suggested that younger individuals are more likely to have participated in arts related activities prior to their eighteenth birthday and, therefore, may have a stronger motivation for the arts-related activities (than older, wealthier, but historically less active individuals).

The final socio-economic variable considered in this phase of the analysis is occupation. All occupations were divided into the seven groups appearing in TABLE 2.29.[35] Unlike education and income, a hierarchy of occupation is difficult to identify. Groups like housewives, retired persons and students defy any hierarchical categorization. Even groups like white collar include occupations with widely differing educational and income levels. Thus, groups will be compared in distinct categories each with special characteristics that make it different but not necessarily "higher" or "lower" than other groups.

For 19 of the 22 arts related activities "students" have the highest participation rates. The exceptions are "doing crafts", where housewives have by far the highest participation rate (50.4%), and two

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[35] These categories follow Bureau of the Census division of occupations. They are described in detail in APPENDIX I.

TABLE 2.29
Proportion Participating in Each Activity During the Previous 12 Months by Occupation

		Occupation Group						
		white collar	blue collar	farm	service	house-wives	re-tired	students
17.	Going to symphony or chamber concerts.	20.6	10.6	0.0	16.2	12.3	10.4	32.2
18.	Going to an opera.	8.1	1.3	10.4	6.3	4.1	2.3	11.7
13.	Going to choral concerts.	39.0	39.4	28.7	37.4	41.4	39.6	52.1
25.	Singing in or playing for a chorus, choir, or other singing group.	18.6	23.2	49.3	26.2	19.4	11.4	37.6
14.	Going to jazz concerts.	13.7	13.9	9.0	16.7	6.9	3.6	23.9
16.	Going to folk/ethnic concerts or festivals.	21.3	14.1	25.3	26.2	13.6	10.9	26.6
24.	Playing an instrument in a group or for your own entertainment or taking music lessons.	17.0	13.7	12.8	17.7	12.8	5.1	48.8
10.	Painting, drawing, making sculpture, doing graphic art, taking photographs (as art) or making films yourself.	27.7	25.7	32.1	34.9	19.3	11.4	46.8
11.	Doing crafts.	36.4	29.7	18.1	29.5	50.4	34.0	35.9
12.	Taking art classes in painting, sculpture, graphics, film, or crafts.	8.0	3.9	0.0	6.3	13.2	4.1	17.4
30.	Going to a ballet or modern dance performance.	11.2	4.5	0.0	15.3	7.2	4.6	17.7
31.	Going to a folk dancing performance.	9.6	6.6	5.8	11.0	4.5	7.0	19.4
26.	Going to theater performance.	30.3	17.6	20.7	23.5	19.6	24.9	43.4
27.	Acting in plays or musicals, performing in a dance group, taking lessons in either, or providing behind the scene support.	5.7	1.3	0.0	5.6	2.6	2.7	21.7
2.	Writing novels, stories, plays, or poetry, or taking classes in writing.	16.0	12.1	2.5	19.9	13.6	9.1	48.6
7.	Visiting painting, graphic arts, photography or sculpture exhibits.	41.2	23.0	21.8	31.4	28.3	27.6	49.8
8.	Visiting craft exhibits.	54.3	36.5	31.2	35.4	55.8	38.9	58.6
9.	Touring buildings, etc. for design or historic value or visiting history, science or technical museums.	54.5	38.7	40.3	42.4	47.1	33.9	57.5
20.	Listening on radio or watching on TV classical music, opera, or dancing.	52.1	39.4	54.7	60.9	51.2	50.8	50.1
23.	Watching performances of jazz on TV or listening on the radio.	39.1	36.9	53.9	42.0	26.8	35.2	34.8
29.	Listening to radio broadcasts, your own recordings or watching TV productions of plays or poetry.	38.7	35.0	44.0	41.5	33.9	42.0	51.9
3.	Taking classes or attending lectures on art history, literature, etc., or belonging to a literature club.	11.9	7.1	21.8	10.6	8.1	3.1	33.8

TABLE 2.29 Continued

		white collar	blue collar	farm	service	house-wives	re-tired	students
4.	Watching regular TV programs day and night except sports and news.	88.1	92.0	88.1	82.8	87.8	89.0	96.9
21.	Listening to radio broadcasts of all other music.	90.6	89.7	94.5	82.9	82.4	64.7	92.0
22.	Listening to recordings.	81.0	78.9	91.9	76.8	72.6	54.0	92.9
15.	Going to rock or country and western or rhythm and blues concerts.	37.8	45.7	43.7	37.2	24.1	14.0	60.3
19.	Going to fairs and carnivals.	62.1	67.7	83.0	71.7	63.8	49.2	70.2
28.	Going to the movies.	78.4	76.6	61.8	72.6	63.6	34.0	92.9
6.	Watching sports on TV or listening on radio.	82.7	79.4	87.6	69.3	65.1	74.1	79.1
32.	Going to watch sports in person.	60.0	57.2	55.7	54.3	38.2	26.3	72.2
35.	Playing competitive sports.	24.0	34.0	14.5	19.5	9.9	5.0	53.8
37.	Jogging, weight lifting or other exercise program.	53.3	41.5	35.4	36.9	43.8	18.6	72.5
33.	Camping, hiking, back-packing, hunting, fishing, etc.	62.7	64.5	52.1	53.0	47.8	32.6	78.0
40.	Picnicing, visits to parks, zoos, nature walks, or driving a car for pleasure.	81.0	81.5	76.0	82.9	76.8	61.5	88.5
42.	Playing with your children.	48.0	57.2	92.4	63.7	65.2	33.4	14.8
36.	Playing indoor activities or games with friends and/or family.	76.1	66.8	71.7	70.5	63.5	49.1	89.6
41.	Visiting with friends or family members, writing letters, talking to friends on the phone, etc.	94.1	91.9	96.9	87.7	92.7	90.9	97.3
34.	Going to church or doing other church-related activities.	71.7	74.6	86.2	76.6	74.8	78.3	73.3
44.	Playing with pets.	53.7	53.5	42.2	53.3	48.3	39.9	65.4
1.	Reading (fiction books, periodicals, and nonfiction).	86.8	78.6	74.7	81.1	82.4	68.9	92.8
5.	Watching news and information programs on TV or reading in newspapers and news/magazines.	95.9	94.4	87.6	93.4	89.8	92.4	95.1
43.	Do-it-yourself activities or hobbies.	76.5	76.2	80.0	66.9	81.6	83.2	77.6
45.	Sitting and thinking—day-dreaming.	75.5	68.8	68.8	74.2	69.3	53.6	89.7
38.	Charity, volunteer, social service, or political organization activities.	32.6	26.[illegible]	27.7	36.5	32.2	21.8	28.9
39.	Fraternal organization or club activities.	23.5	13.1	18.1	19.9	16.1	36.0	26.9
	Weighted sample percentages	36.3	16.5	1.5	5.2	23.5	8.3	8.5

media oriented activities, listening to or watching on radio/TV classical music and jazz. However, some of this participation is probably more classroom than leisure oriented. Subsequent movement into regular jobs seems to produce changes in those patterns.[36]

Other patterns are difficult to identify. Retired persons are generally less likely to engage in the active pursuits (just as older individuals in the earlier analyses of age differences). They are less likely to be in the lowest participation levels for the home/media oriented activities. "Housewives" are very craft oriented, with more than 50% both doing crafts and visiting craft exhibits. They are not, however, more likely to be media oriented (TV, radio, etc.) than other occupation groups, i.e., they are not necessarily stay-at-homes. With the exception of crafts and singing/choral activities, "housewives" do tend to trail white collar workers (both male and female) in participation in the other arts related activities.

Service workers are very mixed in terms of their relative participation levels across all arts related activities. They are more likely than white collar workers to sing, go to jazz and folk/ethnic concerts, paint, go to ballet or folk dancing performances, write and use the home media for arts activities. They are less likely to do passive visual arts activities, attend classes, do crafts, and attend symphonies or operas. Blue collar workers generally have lower participation rates for arts related activities, but not always. As suggested above, there is little overall pattern in arts related participation levels based on occupational group differences.

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[36] Although the earlier historical discussion suggests that a changing trend (upward) in youthful participation in arts related activities may be a factor in higher rates for this younger group of respondents, i.e., it's not only the classroom.

Non-arts activities are much like arts activities in that students are generally more likely to participate in all activities (even watching TV) and retired people are usually least likely to be participants. Some interesting exceptions to this rule show farmers with the highest proportions going to fairs and carnivals, playing with their children, and going to church (all family oriented activities),[37] and retired persons with the highest proportion pursuing do-it-yourself activities.

Some collapsed category analyses, using the active/passive and home/away dimensions, were done in an effort to identify underlying patterns, particularly to search for differences in the main occupation groups. To a large degree, these analyses confirmed individual activity patterns, i.e., when one group had a higher overall participation rate, the rates on active, passive, home, and away activities were also likely to be higher.[38] A ratio of mean percent participation in active pursuits over percent participating in passive pursuits provides some interesting, if not unexpected, results across occupation groups for arts related activities. All groups have higher average participation rates for passive activities than for active pursuits. However, this ratio is highest for retired persons and white collar workers (2.0 and 1.52 respectively) and lowest for college

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[37] Farmers, however, comprise only 1.5% of the weighted sample.

[38] Comparisons were made using group mean participation rates for each activity which fell clearly into one of the groups.

TABLE 2.30

Active to Passive Participation Ratio for Arts Related Activities by Occupation Group

	white collar	blue collar	farm	service	house-wives	retired	students
Average Percent for Passive Activities	28.97	21.64	24.50	27.82	24.05	22.37	37.87
Average Percent for Active Activities	19.00	15.66	19.27	20.01	18.76	11.11	36.69
Active to Passive Participation Ratio	1.52	1.38	1.27	1.39	1.28	2.01	1.03

students (103). (See TABLE 2.30.) These results reflect the general dominance of passive over active participation proportions in all groups but the students. For other demographic socio-economic variables the pattern across groups is similar. Younger people are more likely to have a high ratio. Of course, analysis is conducted on grouped data using conceptually developed groups. This participation pattern created in these groupings are not necessarily reflecting how people divide their time.

Summary/Conclusions

The foregoing analyses have presented a description of leisure activity patterns in terms of both individual activities and clusters of individuals who exhibited similar leisure activity patterns over the past year. The analyses have included the historic pattern of participation as well as descriptions based on various individual characteristics. Four general conclusions seem possible:

(1) Arts related activities still trail non-arts activities by a wide margin in terms of the proportion of individuals who have engaged in the activity during the past year and in terms of the proportion of leisure time devoted to the activities, although the somewhat broader categories used for non-arts activities may attenuate that conclusion.

(2) Historical participation patterns are very important in current participation patterns, particularly for arts related activities where earlier participation, especially prior to age 18, are among the best predictors and seem to offer the greatest potential for explaining adult behavior in leisure activity selection.

(3) Most people pursue an undirected leisure activity pattern, with no particular small group or set of activities dominating. As far as the present data permit, the most reasonable explanation for this seems to be the availability of specialized activities, historical patterns, and a general habitual pattern of leisure activity which is not focused or intensive. To pursue this interpretation, it appears that people may "fall into" leisure activities rather than pursue them with special purpose. Many people may have a variety of "interests" which they pursue only occasionally. The remainder of the time they stay home dividing time between TV, family, friends and some do-it-yourself pursuits. These are always the available leisure activities. This interpretation is obviously extended beyond available results and requires further testing using more detailed data.

(4) The single best socio-economic or demographic predictor is education level, with regular differences associated with increasing education, especially in the arts related activities. Other SES/demographic characteristics "explain" other participation differences but the pattern is varied. Particular surprises in this regard are the failure of income level to account for greater differences, especially between activities and clusters that usually have notable

cost differences.

All of these analyses need further explanation and additional, more directed data for verification. The clustering of individuals into activity types or styles seems to have the greatest potential in this regard. We need to know much more about the undirected groups who constitute more than half of the population in the South. If we assume that the individuals in the directed clusters are the "hardcore" participants in each of those areas, it is the undirected group that will provide the greatest potential for increased activity. In the next chapter, we examine the question of leisure for increased participation in terms of specific questions on that subject asked of all survey respondents.

CHAPTER 3

DEMAND FOR INCREASED PARTICIPATION IN LEISURE ACTIVITIES

As part of our goal to examine the demand for increased participation in leisure activities, respondents were asked to specify the extent to which they would like to increase their level of participation in each of the forty-five activity groups. A four-point response scale was used to identify the strength of the demand. The range of this scale was from 0 (would not like to increase participation levels) to 3 (one of the four or five activities would most like to increase). This chapter will be devoted to describing and analyzing the responses to this question. The analysis will proceed in the same sequence used in the previous analysis of current participation patterns. First, we will describe demand for increased participation in specific activities. Second, we will look at the pattern of increased demand by using factor and cluster analyses as described in Chapter 2. Third, an historical analysis, looking at demand for increased participation in terms of previous participation history will be presented. Finally, individual demand patterns will be examined in terms of socio-economic and demographic characteristics. Before presenting these analyses, however, a brief description of the logic for this particular approach to examining demand is in order.

There are obviously many ways to look at the question of how to identify future demand for leisure activities. The approach used in this study was driven by two primary considerations. First, there was a strong interest in change from current levels of participation. Second, the strength of the desire for change was thought to be a major factor in determining the probability for changes in behavior.

The former factor is crucial because one of the objectives of the study is to identify ways to reduce barriers to increased participation.[1] An assumption in this approach is that, other things being equal, participation levels will remain relatively constant from one year to the next if barriers are not withdrawn. This ignores, for the moment, such factors as changing population characteristics and values regarding leisure activities. While projections based on such factors are valuable,[2] they ignore specific problems and reasons for not increasing participation levels in a population with current SES characteristics. There is also an implicit assumption, in the absence of longitudinal data, that the nature of the future demand will look much like current demand and that solution to future demand problems will lie mostly in increasing availability. It is obvious that there are many other problems involved in increasing participation levels that may be solved by entirely different kinds of intervention approaches (policies). Our intention is to identify some of these problems.

Second, there is always difficulty in translating expressed interest or desire into action. Thus, simply asking respondents if they are interested in participating more, or in a new activity, will produce many more positive responses than subsequent behavior changes. For this reason the survey was designed with an opportunity for individuals to specify degrees of desire to increase participation. We assume that a simple expression of interest in increasing participation will lead to behavior changes in relatively few cases. On the other hand, a strongly expressed desire has a *higher probability* of being translated into behavior changes (although it is still not possible to translate the strong desire into a specific probability). The analyses in this Chapter deal with both levels of desire to increase participation in particular leisure behaviors or patterns of behavior. The following chapter attempts to relate the intensity of desire for increase in participation with specific reasons for not having done so in the past.

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[1] Specific barriers will be discussed in detail in Chapter 4.

[2] Of course, such projections are also possible using data collected in this study. If it is assumed that the relationship between particular socio-economic and demographic characteristics is constant, it is possible to project changes in aggregate consumption based on changes in the population distribution of the characteristics. However, such projections are based on a static model. The availability of longitudinal data could help to reduce the severity of the assumption by providing a test of assumptions about changes in the relationships between the leisure behavior and the characteristics. But even this approach assumes consistency in the direction of the change and ignores numerous other factors which could influence leisure activity choices.

General Demand for Increased Participation

The most general demand can be expressed in terms of the proportion of individuals who express some interest in increasing their participation in each leisure activity. This demand estimate is presented in TABLE 3.1. The most useful analysis of this table is in comparative terms. Initially the most noticeable feature of the table is that the rankings (column 2) fall into two very distinct groups: Those activities with relatively higher demand, the non-arts activities; and those activities with lower demand for increased participation, the arts related activities. Thus, demand for increased participation follows current participation. This result suggests a

TABLE 3.1

Proportion of Individuals Indicating Desire to Increase Participation

		% who desire increase in participation	ranking of number who desire increase
17.	Going to symphony or chamber concerts.	21.2	35
18.	Going to an opera.	15.1	43
13.	Going to choral concerts.	32.2	23
25.	Singing in or playing for a chorus, choir, or other singing group.	21.9	34
14.	Going to jazz concerts.	18.7	38
16.	Going to folk/ethnic concerts or festivals.	22.2	33
24.	Playing an instrument in a group or for your own entertainment or taking music lessons.	30.3	24
10.	Painting, drawing, making sculpture, doing graphic art, taking photographs (as art) or making films yourself.	34.6	20
11.	Doing crafts.	46.5	9
12.	Taking art classes in painting, sculpture, graphics, film, or crafts.	26.7	26
30.	Going to a ballet or modern dance performance.	18.0	39
31.	Going to a folk dancing performance.	19.9	37
26.	Going to theater performance.	38.9	18
27.	Acting in plays or musicals, performing in a dance group, taking lessons in either, or providing behind the scene support.	15.1	43
2.	Writing novels, stories, plays, or poetry, or taking classes in writing.	17.8	40
7.	Visiting painting, graphic arts, photography or sculpture exhibits.	34.5	21
8.	Visiting craft exhibits.	39.3	17
9.	Touring buildings, etc. for design or historic value or visiting history, science or technical museums.	45.4	11
20.	Listening on radio or watching on TV classical music, opera, or dancing.	23.2	30
23.	Watching performances of jazz on TV or listening on the radio.	17.0	41
29.	Listening to radio broadcasts, your own recordings or watching TV productions of plays or poetry.	22.9	32
3.	Taking classes or attending lectures on art history, literature, etc., or belonging to a literature club.	20.4	36

TABLE 3.1 Continued

		% who desire increase in participation	ranking of number who desire increase
4.	Watching regular TV programs day and night except sports and news.	25.3	27
21.	Listening to radio broadcasts of all other music.	33.4	22
22.	Listening to recordings.	41.3	14
15.	Going to rock or country and western or rhythm and blues concerts.	41.3	14
19.	Going to fairs and carnivals.	40.9	16
28.	Going to the movies.	56.8	5
6.	Watching sports on TV or listening on radio.	24.5	29
32.	Going to watch sports in person.	48.0	8
35.	Playing competitive sports.	24.9	28
37.	Jogging, weight lifting or other exercise program.	44.3	13
33.	Camping, hiking, back-packing, hunting, fishing, etc.	62.0	2
40.	Picnicing, visits to parks, zoos, nature walks, or driving a car for pleasure.	62.8	1
42.	Playing with your children.	38.4	19
36.	Playing indoor activities or games with friends and/or family.	44.4	12
41.	Visiting with friends or family members, writing letters, talking to friends on the phone, etc.	56.4	6
34.	Going to church or doing other church-related activities.	51.6	7
44.	Playing with pets.	23.0	31
1.	Reading (fiction books, periodicals, and nonfiction).	61.5	3
5.	Watching news and information programs on TV or reading in newspapers and news/magazines.	46.0	10
43.	Do-it-yourself activities or hobbies.	57.6	4
45.	Sitting and thinking—day-dreaming.	16.0	42
38.	Charity, volunteer, social service, or political organization activities.	29.9	25
39.	Fraternal organization or club activities.	14.0	45

strong relationship between what people are doing now and what they would like to do more of in the future. It also suggests that high levels of participation in particular activities is not a sign of satiation. Clearly the percentages of those desiring increases in many of the non-arts activities indicate that much of the demand comes from those who are already participating. This relationship was already examined in the last chapter and will be explored further in the present chapter in the context of direct comparisons of past leisure behavior and demand for increased levels of activity.

In more concrete terms, in 14 of the 23 non-arts activities more than 40% of the population would like to increase their level of participation. This same level of demand is achieved in only two of the arts related activity groups, doing crafts (45.5%) and touring buildings and museums (45.4%). The highest levels of demand occur for active outdoor activities, like camping, hiking, hunting, picnicking, visits to parks, etc., and for do-it-yourself activities. The one exception to this trend is reading. The orientation toward active pursuits is in slight contrast to current behavior, which is more oriented toward passive leisure pursuits.

The trend to favor increases in active pursuits is less evident in arts related activities, where only two of the five activities with the highest proportions desiring an increase are active (doing crafts and painting, etc.)

There are, of course, several other useful ways to examine patterns and interpret results. One important approach is to compare the proportion who desire an increase with the proportion who already participated in the past year. This comparison shows that in 16 of the 22 arts related activities more people desire an increase than currently participate. This is true for only 4 of the 23 non-arts activities. (Compare TABLES 2.1 and 3.1.)

In another approach the desire for increased participation for arts related activities may be viewed independently from other activities. From this perspective it is possible to argue that not less than 15% of the population desires some increase in their level of participation for every arts related activity. Even allowing for sample error and a tendency to inflate responses to questions like these,[3] this represents a substantial interest in this broad category of leisure activities.

There are also several interesting results within the arts area. For example, five of the six activities with the highest proportion desiring an increase in participation are visual arts (going to the theater is the exception). Two of these activities are active (painting and doing crafts) and three are passive (visiting art exhibits, visiting craft exhibits, and touring buildings and museums). Dancing events, musical activities, and media performances (radio and TV) of the arts are the three groups least likely to have high desire for increased participation.

A somewhat more precise breakdown of the demand for increased participation is presented in TABLE 3.2. This table shows the proportion of the population expressing small, moderate, and strong

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[3] Inflated results may be a consequence of the "social desirability" of many of the arts related activities.

TABLE 3.2
Strength of Desire to Increase Participation in Each Activity

		% with small desire	% with moderate desire	% with strong desire	ranking of activities on basis of % with strong desire
17.	Going to symphony or chamber concerts.	12.5	5.3	3.4	32
18.	Going to an opera.	8.7	3.6	2.8	35
13.	Going to choral concerts.	19.0	7.5	5.7	22
25.	Singing in or playing for a chorus, choir, or other singing group.	11.5	4.6	5.8	20
14.	Going to jazz concerts.	11.7	4.2	2.8	35
16.	Going to folk/ethnic concerts or festivals.	15.9	3.8	2.6	38
24.	Playing an instrument in a group or for your own entertainment or taking music lessons.	10.9	8.6	10.8	10
10.	Painting, drawing, making sculpture, doing graphic art, taking photographs (as art) or making films yourself.	14.6	11.6	8.4	14
11.	Doing crafts.	20.4	14.2	11.9	8
12.	Taking art classes in painting, sculpture, graphics, film, or crafts.	13.0	7.3	6.3	18
30.	Going to a ballet or modern dance performance.	11.1	4.3	2.7	37
31.	Going to a folk dancing performance.	13.3	5.2	1.4	45
26.	Going to theater performance.	20.6	11.3	7.1	15
27.	Acting in plays or musicals, performing in a dance group, taking lessons in either, or providing behind the scene support.	6.7	4.0	4.4	29
2.	Writing novels, stories, plays, or poetry, or taking classes in writing.	9.0	4.3	4.6	27
7.	Visiting painting, graphic arts, photography or sculpture exhibits.	22.6	8.1	3.8	31
8.	Visiting craft exhibits.	24.9	9.5	5.0	25
9.	Touring buildings, etc. for design or historic value or visiting history, science or technical museums.	27.1	12.2	6.2	19
20.	Listening on radio or watching on TV classical music, opera, or dancing.	13.9	6.3	3.0	34
23.	Watching performances of jazz on TV or listening on the radio.	10.8	4.4	1.8	43
29.	Listening to radio broadcasts, your own recordings or watching TV productions of plays or poetry.	14.4	6.2	2.4	40
3.	Taking classes or attending lectures on art history, literature, etc., or belonging to a literature club.	13.4	4.4	2.6	38

TABLE 3.2 Continued

Strength of Desire to Increase Participation in Each Activity

		% with small desire	% with moderate desire	% with strong desire	ranking of activities on basis of % with strong desire
4.	Watching regular TV programs day and night except sports and news.	17.6	5.6	2.1	41
21.	Listening to radio broadcasts of all other music.	20.2	7.8	5.4	23
22.	Listening to recordings.	22.5	12.5	6.4	16
15.	Going to rock or country and western or rhythm and blues concerts.	20.9	11.2	9.2	13
19.	Going to fairs and carnivals.	26.2	10.3	4.5	28
28.	Going to the movies.	28.4	16.4	12.0	7
6.	Watching sports on TV or listening on radio.	13.7	5.9	4.9	26
32.	Going to watch sports in person.	25.0	13.8	9.8	12
35.	Playing competitive sports.	11.9	7.2	5.8	20
37.	Jogging, weight lifting or other exercise program.	21.5	12.1	10.7	11
33.	Camping, hiking, back-packing, hunting, fishing, etc.	20.7	18.5	22.8	1
40.	Picnicing, visits to parks, zoos, nature walks, or driving a car for pleasure.	32.3	19.2	11.3	9
42.	Playing with your children.	11.2	10.5	16.8	2
36.	Playing indoor activities or games with friends and/or family.	27.0	12.2	5.1	24
41.	Visiting with friends or family members, writing letters, talking to friends on the phone, etc.	27.7	16.0	12.5	6
34.	Going to church or doing other church-related activities.	22.3	15.2	14.1	4
44.	Playing with pets.	14.5	5.2	3.3	33
1.	Reading (fiction books, periodicals, and nonfiction).	32.5	13.9	15.1	3
5.	Watching news and information programs on TV or reading in newspapers and news/magazines.	27.6	12.0	6.4	16
43.	Do-it-yourself activities or hobbies.	24.8	18.8	14.1	4
45.	Sitting and thinking—day-dreaming.	10.0	4.0	2.1	41
38.	Charity, volunteer, social service, or political organization activities.	19.8	6.1	4.0	30
39.	Fraternal organization or club activities.	8.8	3.5	1.7	44

desires to increase participation in each activity. This distinction is important for the reason discussed above (i.e., as an indicator of the likelihood of behavioral change) and because it shows some interesting differences in the level of desire for increase within activities. Of particular interest is the difference between small and moderate desire, on the one hand, and strong desire on the other. The ranking of the proportion with strong desire for increasing participation provides an overall perspective on changes from TABLE 3.1. Among arts related activities, playing an instrument (24 to 10), painting, drawing, etc. (20 to 14), taking art classes (26 to 18) and going to the theater (18 to 15), show substantial increases in their relative positions. Touring buildings and museums and visiting craft exhibits, on the other hand, show a substantial decline (11 to 17 and 17 to 25 respectively).

Over all activities there is still a substantial difference between the arts related and non-arts leisure pursuits. The mean percentage with strong desire to increase participation for arts related activities is 4.79, while for non-arts activities it is 8.7. Camping, etc. is still the area where the strongest desire for increase exists. However, other areas, like picnicking, etc., have shown a major decline. These changes suggest an interesting distinction between those activities for which there is a general, though not particularly intense desire to increase activity levels and those which are most likely to have adherents with a strong desire to increase participation. Among arts related activities, playing an instrument, painting, and taking art classes exhibit such a pattern.[4] Among non-arts activities, intensity of desire seems to be highest for camping, etc., playing with your children, going to church, and do-it-yourself activities. These differences may reflect a more realistic probability that a particular activity will be increased in subsequent months depending on the reasons for not increasing participation levels in the past.

Viewed from the other side, for some activities the largest group desiring an increase have only a small desire. This group might be expected to be least sincere and least likely to pursue their expressed desire. Activities with a high ratio of individuals with a small desire include going to symphonies, going to folk concerts, visiting art exhibits, touring buildings and museums, and the three radio/TV arts related activity groups. One interpretation of these results is that several of these activities (specifically, attending symphony concerts, art exhibits and going to museums) fall into a "should do" set of activities. These are activities which many people may feel an obligation to pursue because of social or other external pressures, but which are not really within the scope of personal interests. Some evidence supporting this interpretation is provided in Chapter 4 where reasons for not participating are examined. To anticipate somewhat, a major distinction among these reasons is between those that suggest real barriers, e.g. availability, distance or cost, and those which are indications of personal preference, e.g. "don't have the time" and "like to do other things more." More reliance on the latter group would be expected among those expressing only a small desire to increase participation or among those who are feeling an external obligation to identify a desire to increase some socially desireable activity group.

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[4] The pattern was determined by using a ratio of those with strong desire over those with small or moderate desire. Any value above .3 is considered to show strong desire for that activity group.

The Structure of Desire for Increased Participation

The techniques used to identify the structure of desire for increased participation are the same as those used to describe the structure of current participation. The initial step used factor analysis to define the major dimensions of leisure activity in the population. This analysis shows the kinds of activities that are likely to be associated in the minds of people making choices about changing their current leisure activity patterns. The second analysis grouped individuals who identified with the same factor or factors, the cluster analysis. This analysis describes groups of individuals who are similar in the kinds of changes they would like to make in their leisure activities. It does not provide a picture of final desired activity distributions because the initial level of participation is not controlled. Thus, an individual who attended a few visual arts activities in the past, but who had a strong desire to increase activity in that area, could be in the same cluster as someone who had extensively participated in visual arts activities and has a strong desire to increase participation. As used here, the analysis was designed to focus on the change or increase in participation levels rather than on participation pattern changes. The question of pattern change is addressed in the next section of this chapter which examines the issues of historical development of leisure participation and desires.

The Factor Structure of Desire for Increased Participation[5]

TABLE 3.3 shows Eigen values and proportion of explained variance for each of the ten factors used in the solution to be described here. Unlike the analysis for current participation, the ten-factor solution was the logical choice for the rotated solution, primarily because it met the most commonly used criterion for selecting the number of factors to be rotated, i.e., rotate all factors whose Eigen value equals or exceeds 1.0. The total variance accounted for by the ten factors is 55.3%, which is substantially higher than was true for the current participation factor analysis using the ten-factor solution.[6] As subsequent description will demonstrate, the factors themselves seem to have more logical tightness than was true for the participation factors. This may reflect people's ability to put more order in the selection of things they would like to do than was possible in the selection of leisure activities they actually pursue.[7] This

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[5] The correlation matrix used to construct this factor analysis is reproduced in APPENDIX F.

[6] Although the 15-factor solution accounted for almost 53% of the total variance.

[7] Logic, in this context, means the degree to which activities seem to fit together substantively and functionally. Some primary examples include: visual arts activities; performing arts activities; sports and outdoor activities, home versus away activities, and active versus passive activities. Groupings such as this seem to be in conflict with a model of a leisure activity Renaissance man, who would seem to be located in the undirected cluster in the previous analysis.

TABLE 3.3

Eigen Values and Proportion of Variance Explained for the 10-Factor Solution in the Factor Analysis of the Level of Desire for Increased Participation for All Leisure Activities

Factor	Eigen Value	Proportion of Variance Explained
1	9.27	20.6
2	3.82	8.5
3	2.09	4.6
4	1.87	4.2
5	1.68	3.7
6	1.45	3.2
7	1.25	2.8
8	1.23	2.7
9	1.16	2.6
10	1.05	2.3

Total = 55.3

explanation corresponds to a general model of leisure behavior which assumes that current behavior is a function of a set of real barriers which limit the desired behavior of many individuals. In a policy mode, this model would suggest that the removal of these barriers would lead to changes in behavior in the direction of expressed desired participation. It will be left to the reader to decide whether this substantive tightening of the factor results suggests particular types of policy changes.

Factors, major factor loadings and a brief discussion of each factor follow:

Factor I - Performing Arts Attendance

Items	Loadings
Going to a symphony or chamber concert (17)	.73
Going to an opera (18)	.70
Going to theater performances (26)	.58
Going to a ballet or modern dance (30)	.59
Watching plays or poetry on TV or listening on radio or to records (29)	.53

This factor is very similar to the first factor in the attendance analysis. It represents the majority of the performing arts attendance activities included in the list of leisure activities. Some of the other items which have somewhat lower loadings on this factor include: visiting art exhibits (.49); listening to or watching classical music, etc. on radio or television (.49); taking classes on art history or literature (.44); and going to folk dance performances (.42). The close relationship of the items in this factor corresponds to a widely observed behavioral outcome which shows a tendency for people to engage in a variety of performing arts leisure activities. It is also a very passively oriented factor, which has no activities in which the participant is performing the arts related activity. The factor reflects what is probably relatively common mind-set linking many of the more commonly done arts activities. That it is more true in people's minds than in their behaviors is demonstrated by the strength of the factor in this context as compared to the behavioral context of the last chapter. That it is purely a passive approach to arts activities may have important policy consequences.

Factor II - Mass Media - Television

Items	Loadings
Listening to radio broadcasts of all other music (all types of popular music) (21)	.62
Watching regular TV programs (4)	.58
Watching news programs or TV and reading newspapers and news magazines (5)	.50
Watching sports on TV or listening on radio (6)	.48

The items in this factor reflect another type of passive leisure activity interest, primarily home and media oriented. Two activities with somewhat lower loadings, going to fairs and carnivals (.42) and going to the movies (.38) represent an away from home aspect in this factor. Listening to records (.41) is another weaker at-home item. The presence of a factor of this type seems to indicate a substantial and genuine interest in the pursuit of this type of leisure activity pattern in the face of a wide variety of alternatives. It may also represent a way of pursuing leisure activity as much as or more than indicating the context of that activity, inasmuch as television, radio and the movies provide a wide variety of content alternatives which are implicit in the activity categories. The main focus of passive home activities is not, however, diminished by the existence of contradictory, but much weaker, items. Thus, the factors can represent at least two ways of thinking about leisure behavior, one content oriented and the other process (in the sense of delivery system) oriented. The dimensions are not necessarily independent. One factor can have both. Factor I, for example, has a definite content orientation, performing arts, and it has a delivery system orientation, attendance at events away from home. Subsequent factors have a mixture of process orientations within a single content area. These differences reflect what was earlier called leisure activity styles. These styles seem to be more apparent in the selection of areas in which to increase activity (attitudes or propensities to action) than they were in actual behavior (current participation patterns). This approach will receive further explanation as subsequent factor and, particularly, the cluster analyses are described.

Factor III - Visual Arts

Items	Loadings
Painting, drawing, etc. (10)	.72
Taking art classes (12)	.68
Doing crafts (11)	.57
Visiting craft exhibits (8)	.57
Visiting art exhibits (7)	.47

This factor is substantively a clearly visual arts activity group. It is more oriented toward the practitioner; i.e., people who want to do art more, but also has a passive component. There is a strong association between wanting to do more of all of the visual arts, and a somewhat weaker association between doing and wanting to observe visual arts exhibitions.

Factor IV - Sports

Items	Loadings
Playing competitive sports (35)	.62
Going to watch sports in person (32)	.58
Camping, hiking, hunting, etc. (33)	.50
Jogging, weight lifting, exercise (37)	.46
Playing indoor activities or games (36)	.44

In terms of the desire for increasing participation levels, the various types of sports and outdoor activities seem to be related in people's minds. Thus, the distinction between playing competitive sports and watching sports, on the one hand, and outdoor activities, camping, etc., on the other, which is made in current behavior does not carry over to the selection of activities in which to increase participation levels. (See Factor IV in Chapter 2.) Neither does there seem to be much distinction between active and passive sports activities.

Factor V - Family Oriented Participant Activities

Items	Loadings
Visiting with friends or family members, etc. (41)	.56
Picnicking, visits to parks, etc. (40)	.56
Do-it-yourself activities (43)	.48
Going to church or other church activities (34)	.48
Playing with your children (42)	.47

As was true for Factor II, this factor seems to identify not only a set of leisure pursuits that exhibit a kind of substantive "fit", but it also represents a style of leisure activity. Although some of the language is more contemporary, e.g. do-it-yourself, the pattern of activities in this factor is representative of what might be thought of as traditional American small town leisure behavior. The orientation is to the family and friends. There is no indication of a use of or need for outside supporting institutional or media structures, such as television, concert halls, theaters or sports arenas. Only the church seems to provide that kind of external institutional support. The fact that these desires for increased participation is not conceptually surprising, since it is to identify the framework from which they might originate. The fact that such a pattern emerged from the survey data, i.e., in the minds of the respondents, is somewhat surprising in an era of mass media and entertainment events. Perhaps this factor is indicative of a back to the basics perspective which is more directly represented in people's desires than in their actual behavior.[8]

Factor VI - Participant Music

Items	Loadings
Singing or playing in a group (25)	.73
Attending choral concerts (13)	.50
Playing an instrument (24)	.46

An additional item which has a very low loading (.22) on this factor is perhaps as suggestive of its meaning as are the higher loading items. This item is "going to church". As was the case for current participation, the activities involving active engagement in musical interests are at least partially tied to religious interests. As these activities are oriented in this factor, they seem singularly unrelated to the other music oriented items usually associated with "high culture". Thus, other than the religious orientation, we are able to say little about the nature of the musical activities people would like to pursue.

Factor VII - Jazz

Items	Loadings
Attending jazz concerts (14)	.74
Watching jazz on TV or listening on the radio (23)	.69

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[8] Although this factor has a somewhat less intense counterpart in Factor IV of the current behavior analysis.

The jazz factor is direct and uncluttered by other types of leisure activities. The absence of other items in this factor suggests two kinds of people, jazz fans and not jazz fans; however, there are probably not very many of the former. The jazz factor did not appear in the ten-factor solution for current participation, but it did appear in the 15-factor solution.

Factor VIII - Service

Items	Loadings
Fraternal organizations (39)	.50
Charity, volunteer, social service, etc. (38)	.49
Going to church (34)	.35

Though composed of only two primary activity items, this factor identifies an important service organizational aspect of leisure time. It shows an independent interest on the part of some people in what has often been described as an organizational propensity in the American population. Since much charity and volunteer work and an important part of the fraternal organizations are church affiliated, it is not surprising to find going to church as a related activity.

Factor IX - Folk Music

Items	Loadings
Going to folk/ethnic concerts or festivals (16)	.48
Going to folk dance performances (31)	.41
Going to rock or country and western or rhythm and blues concerts (15)	.37

As one proceeds through the list of factors it is clear that each suceeding factor is weaker, i.e., the items show lower inter-relationships (loadings). However, the logical consistency of the items, in terms of their substantive relationships, is still apparent in the final four factors produced in this analysis. This was much less true for factors created on the basis of current participation behavior, where the logical relationship of items in some factors was much less obvious (Factor IX, for example). The folk music factor listed above is an example of a logically tight, but somewhat weak factor. One might have predicted that the pursuit of the activities in this factor would be related in many people's minds. The weakness of the factor probably results from the intervention of other items in the list of activities in which there is a desire to increase participation, i.e., these activities seem to be infrequently the only or major leisure pursuits.

Factor X - Museum and Exhibition Attendance

Items	Loadings
Touring buildings and visiting museums (9)	.39
Visiting craft exhibits (8)	.24
Visiting art exhibits (7)	.23
Going to choral concerts (13)	.23

This factor is another of the weak, but fairly logically consistent factors. Its consistency comes from the similarity of attending a variety of visual (passive) exhibitions, which seems to be an important element in the arts related leisure patterns of many people. The tendency is weak, however, which is probably again indicative of the failure of this factor (or pattern of activities) to be free of other activities in both the minds and behavior of the respondents. This suggestion will be tested in greater detail when groups of individuals are identified in the cluster analysis.

Generally, the factors extracted on the basis of desire for increasing participation in the various leisure activities show greater internal logical cohesion than those produced in the current participation analysis. This cohesion is based on a substantive similarity of the items with highest loadings on the factors. It seems to indicate that the kind of logic which might be used to relate various activities conceptually is relatively widespread in the southern population and that it is applied to thinking about what people might like to do if it were not for other factors (real or self imposed). Despite this difference, there are several similarities between the two analyses. Three of the factors from each analysis are almost identical (I-I, III-III, and VI-IV). Four others, IV-V, VI-II, VII-VI and VII-IX, show enough similarity in the items with high loadings to be considered essentially the same. The remainder are different. The factor analysis of desired increases is also notable because a total of six of the factors were predominantly arts related (I, III, VI, VII, IX and X). While this does not demonstrate the dominance of arts related activities, it does show considerable categorical thinking regarding the arts. This categorization suggests that people do not think about a general Art, but that they break up these activities into units that make sense to them and appeal to their leisure interests. Given this way of thinking about art, a promotional strategy which attempts to foster interest in all arts related activities at one time would not seem to have much chance for success. Another aspect of these six factors is that only two, visual arts and participant music, are oriented toward active participation. This also suggests different promotional approaches. However, a final judgment on approaches appropriate for different population segments must await the cluster analysis which can regroup some of the activity factors into the same population subgroup.

Population Subgroups with a Desire to Increase Similar Leisure Activities

The clustering procedures used in this analysis are exactly the same as those followed in the analysis of current participation. The scores which are clustered are the factor scores for each respondent on each of the ten factors described above. A high factor score indicates the individual would like to increase participation in the areas with high factor loadings (the items used to describe the factor). Lower loadings indicate little or no such desire. The cluster analysis groups individuals with similar high and low factor scores across all ten factors.

Basic results for the cluster analysis are presented in TABLE 3.4. The centroid values presented in the table are the mean factor scores for that group on each factor. Higher positive values indicate that individuals in that group show a desire to increase their participation in that leisure activity area. Higher negative scores indicate that few (if any) of the group members are likely to have an interest in increasing participation in those areas.[9] Clusters with a single high value, such as 2, 4, 5, and 6, identify groups that are "specialized" in their desires for increasing leisure activities. Those groups with several high positive values, such as 8, are indicative of individuals who would like to increase activity in several areas.

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[9] It does not indicate that individuals in the cluster have not or do not participate in the activity area, only that they do not want to increase their participation.

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TABLE 3.4

Cluster Centroid Values for Each Participation Increase Factor

Clusters*		Factor (By Number) I	II	III	IV	V	VI	VII	VIII	IX	X
(In the order formed)	1	-.34	-.27	-.37	-.48	-.60	-.15	-.12	-.07	-.08	-.14
	2	2.10	-.06	0.45	-.42	.13	-.04	-.46	-.35	-.35	-.04
	3	-.52	1.40	-.31	.61	.28	-.22	-.23	-.13	-.01	.01
	4	.30	.43	.07	.31	-.13	.04	2.50	-.09	-.03	-.01
	5	.13	-.17	.17	.28	.40	2.40	-.16	.01	.02	.08
	6	.09	-.18	1.75	-.11	-.04	-.15	-.16	-.08	-.21	-.06
	7	-.42	-.23	-.14	-.40	.92	-.09	-.15	.17	-.13	.03
	8	1.31	1.53	.27	.18	.39	.54	.15	1.90	.84	-.08
	9	.38	-.22	.40	.21	.02	-.50	-.06	-.29	1.17	.65
	10	-.19	-.39	-.29	1.15	-.02	-.19	-.16	.07	-.29	-.04

*Values show mean factor score for the group on each factor. Values nearer zero indicate the group participates little in the specified activity group. Higher positive scores show participation. Higher negative scores show more extreme non-participation. Underlined values mark those which were used in defining (naming) the cluster.

Those clusters with no high positive values, such as 1, define groups of individuals with no specialized interest in increasing participation levels. These individuals could have little desire to increase any activity or their desires for increased participation may vary widely with little or no pattern (in terms of the factors identified in this analysis). The higher negative values, as in clusters 1, 3, 7, and 9, seem to indicate singular lack of interest, on the part of cluster members, in increasing participation in the activities identified by those factors. Thus, in this general form the TABLE shows a variety of patterns for desired increases in activity levels, ranging from very specific interests to very general (or perhaps no) intersts.

TABLE 3.5 provides more specific definitions of the clusters, the proportion of the population in each cluster, and some indication of its orientation to the two basic participation dimensions described in the last chapter (Active/Passive and Home/Away). Each cluster will be discussed in turn.

As was the case for current participation levels, the largest single cluster is made up of individuals with little or no specific substantive focus in their desire for increasing leisure activity levels (cluster 1). However, this should not be interpreted as the absence of specific interests. This cluster may be composed of several subgroups who (1) actually do not have any focused interests, either currently or in terms of their desires for increasing leisure activity levels, (2) have very focused current participation patterns, but who do not carry the same pattern into their desire for increasing participation, or (3) are generally satisfied with current participation

TABLE 3.5

Desire for Increased Participation Clusters

	Short Name Cluster	Proportion of the Population in the Cluster	Active/ Passive	Home/ Away
1.	Lack of specialized increased participation interests (undirected)	29.3%	-	-
2.	Performing arts concerts	6.0	Passive	Away
3.	Home media (TV, radio, records) and sports	9.1	Passive	Home
4.	Jazz	5.6	Passive	H/A
5.	Participatory music, religion	5.6	Active	A/H
6.	Visual arts	9.4	A/P	A/H
7.	Family (non-arts, non-sports) centered	13.5	Active	A/H
8.	Service/performing arts/TV	3.0	A/P	A/H
9.	Popular/folk/visual arts exhibits	7.4	Passive	Away
10.	Sports/outdoor	10.6	A/P	Away

patterns, whether general or focused, and have little desire for increases. While there is no specific positive orientation, this group seems to be particularly uninterested in sports and family centered activities. A somewhat less negative attraction exists for visual and performing arts activities. There is interestingly no positive orientation which can be expressed in terms of the ten factors identified in these analyses.

The second cluster, accounting for approximately 6% of the population, consists of those individuals who are particularly interested in increasing their level of participation in performing arts activities. This group is oriented toward performing arts which are passive and take place predominantly away from home. While they are not the only cluster with some interest in the performing arts, they do constitute a cluster with almost exclusive interest in the specific activity group. This suggests a stronger potential for their actually following up on these desires if conditions (the absence of barriers) permit. Substantively this cluster is very similar to the performing arts cluster which appeared in the current participation analysis. The major difference is that this cluster is more than twice as large as the participation cluster. In other words, there are significantly more people who want to increase their participation in this focused area than who are currently engaging in this set of activities as a focused pattern.

The third cluster, home media, is made up of individuals who would like to increase their participation in television, radio and record listening activities to the exclusion of almost all other activity groups except sports. This group, constituting 9.1% of the respondents, is substantively closely related to the television cluster among current participants, but draws only 10.5% of its members from that group.[10] Thus, it is made up of individuals whose actual participation pattern varies greatly, but whose interest in increasing participation lies predominantly in the area of home media activities.

Individuals interested in increasing their participation in jazz related activities comprise the fourth cluster and account for 5.6% of the respondents. While smaller than most of the other clusters, this group is surprisingly large given the narrow band of activities they tend to focus on. Again, the variety of possible current participation bases from which the cluster might be drawn offers one potential explanation for the cluster. In addition to individuals whose only substantive interest might be in jazz related activities, there are probably many who may be satisfied with all other aspects of their leisure activity pattern and would like only to see an increase in jazz related activities. Still, this group is highly focused and the subsequent analysis of barriers to participation may provide a clearer picture of the reason for the existence of the cluster.

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[10] This figure is taken from TABLE 2 in APPENDIX J, which shows a cross tabulation between the clusters representing current participation and the clusters representing desire for increased participation. The tabulations are presented in two tables, one permitting prediction of desires from current participation and the other set up to permit prediction of current participation from desires. The relationships are not meant to be causal, but only suggestive of possible interesting correspondence across the clusters. The variety of potential patterns existing within clusters and the large numbers of undirected individuals in the current participation cluster analysis are indicative of difficulty in establishing significant relationships. However, the results of the cross tabulation do provide some interesting insights into the complexity of attempting to understand desire for increased participation by using current participation patterns. They also show, as suggested by the figures used in the text, how specific foci in desire for increasing participation are not necessarily a function of current participation. Later results, relating historical participation patterns for specific activities to desire for increasing participation in the activities will show a contradictory trend, i.e., that the best predictor of demand for future increase is past participation. This seemingly paradoxical outcome highlights the difficulty involved in finding an appropriate procedure for grouping leisure behavior.

The fifth cluster, also comprising 5.6% of the respondents, is participatory music and religion. The relationship between singing or playing and going to church exists both in the current pattern of leisure behavior and in the perceptions of individuals desiring to increase participation levels. Because of this connection, there may be some question as to the "arts" nature of the musical part of the activities which make up the cluster. While singing (either as an individual or in some kind of group) and playing an instrument are clearly distinctive art forms, their association with religious activity provides a different connotation and probably a different policy implication. The present data do not permit separating the religious musical orientation (e.g. singing in a church chorus) from non-religious participation (e.g. a choral society or a popular music group). The fifth cluster has one additional distinguishing feature. It is one of only two clusters which is exclusively active participation oriented. (The other is family oriented activities considered below.)

The sixth cluster represents a much more clear arts related activity group, visual arts. With 9.4% of the respondents in this cluster, it is roughly 3 times the size of the current participation cluster with the same substantive focus. These clusters are similar in another way. Both include active and passive visual arts (in contrast to the performing and musical arts clusters, which are separate). The visual arts cluster is also the largest of the focused arts related clusters. As such it represents the area of single greatest demand among the arts.

The seventh cluster is distinctively non-arts in orientation. Rather, it is a family and friends oriented group of activities whose members are distinguished by the absence of an entertainment medium in their desire for increases in leisure activities. Actitivies desired by this cluster include picnicking and various other outdoor activities, visiting with family and friends, going to church, do-it yourself activities, and playing with children. Absent are most of the leisure and entertainment structures that characterize the other clusters. There is no television or other medium, there are no concert halls, museums or sports arenas required, and there are no performers required.[11] The pattern might be characterized as a 19th Century country pattern when virtually all of the structure had to be provided by the participants. As an expression of the desire for increased activity it could represent individuals who desire to return to the "simple ways".

A second interesting aspect of this cluster is its size, 13.5% of the respondents. It is the second largest group and the largest group with a focused set of activities. It is also by far the largest group oriented toward active participation. As we examine the socio-economic and demographic correlates of cluster membership (later in this chapter) the size and possibly some of the intellectual support for this selection will become more obvious.

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[11] Obviously no set of activities is completely free of supporting structures. The church, for example, provides a supporting structure for this cluster. However, structures here are minimal.

The eighth cluster is a small group (3%) interested in increasing participation in service (charity, political, fraternal, etc.) activities, performing arts attendance, and watching television. The image this group brings to mind is that of the older socialite with an interest in charity concerts and slowing down the pace of leisure activities. This image is partially the result of earlier analysis of current participation which showed service activities and an inclination to watch more television to be related to age. Performing arts and regular television viewing seem somewhat incongruous except when the performing arts aspect of this cluster is interpreted as part of a service orientation, rather than a "real" interest in the arts. Hopefully, some of this speculation can be vindicated in the subsequent analysis of the predictors of activity selection.

The ninth cluster represents a broad spectrum of what might be called art related entertainment activities. The primary arts related activities for this group are folk music (from Factor IX) and visual arts (from Factor X). They are combined with popular music concerts and visits to historic buildings and museums (Factor X) to identify a group that seems to be seeking the more popular passive arts related activities away from home. One might expect this group to be well educated and somewhat younger than average. This group also represents, to some extent, the broadly based arts entertainment style that has been suggested in previous research that found a connection between attendance at different types of arts related events. Not included here, however, are the performing arts which have been the basis of much of the previous analysis. Whether a leisure activity Renaissance man (sic) is described in this cluster or is hidden in the first (undirected) cluster is difficult to determine from available information. It is clear that this 7.4% of the respondents generally have a broader range of arts related leisure activity interests than individuals in the other clusters.

The final cluster identified in this analysis is much more direct and less complicated. It consists of those individuals (10.6%) whose interests in increasing leisure activity is oriented toward sports and active outdoor interests. Neither its appearance nor its size is surprising given the current popular emphasis in these areas. However, while this group is the third largest cluster, it certainly falls far behind the combination of arts related clusters in terms of the proportion of individuals desiring to increase their activity levels.

In summary, the basic difference between the desire for increased participation and current participation groups is the degree to which the former analysis identifies highly focused and substantively consistent demand patterns. The large "undirected" group (50.5%) in the current participation analysis is reduced to less than thirty percent in the analysis of desire for increased participation. There is a strong urge to over interpret these differences. This urge takes the form of a "rational" explanation which argues that the greater substantive consistency of the increased desire clusters is the result of an opportunity to pick and choose activities in a logical manner. This opportunity is not available for current behavior because of many intervening factors which prohibit individuals from enjoying the activities they would really most like to do. While these cluster analyses reveal many interesting aspects about the pattern of leisure activities, they do not provide incontrovertible support for the "rational" argument. As was mentioned above, there are several paths to each increased participation cluster. There are also factors, like satiation, which might drive currently high participators away from desiring increases. Finally, there is the simple element of choice which is often not "consistent" in the sense we have been using it. Many of these factors will become more clear as we proceed with the analysis of correlates of leisure activity choice and barriers to increased participation.

The second significant difference in the two-cluster analyses is that a much larger proportion of the total population is in focused clusters than was true for the analysis of current participation. Most of these individuals would seem to be drawn from that group defined as undirected in their current participation patterns. However, this is not really the case. While most clusters have as their largest single source individuals who were in the corresponding participation cluster, this pattern does not account for a majority of the cases. The desire to increase cluster may have 75% of its membership drawn from other substantively unrelated participation clusters. See APPENDIX J for a cross-tabulation of cluster membership.

In ten clusters described in this analysis, five can be described as arts related. These five account for 34% of the total total respondents, compared to 14.6% under the current activity analysis. It is clear that there are substantial and focused interests in increasing arts related activities. The sources of these demands, in terms of socio-economic background differences and previous participation levels will be the topic of the next sections of this Chapter.

Predictors of Cluster Membership:

This section will be devoted to a discussion of the socio-economic and demographic characteristics of clusters of individuals who had the same pattern of desire for increasing leisure activities. It identifies styles of desired increased participation. Earlier we pointed out some of the difficulties that our approach to desire for increased participation presented when attempting to group individuals. Chief among these was the fact that, on its face, an indication that somewone wanted to increase participation in an activity told us nothing about their previous participation history, i.e., they may never have participated before or they may have been very heavy participators. However, the historical analysis will suggest that the best predictor of desire to increase participation in a particular activity is past participation. In this analysis we would like to determine if there are relationships between membership in a cluster and other group characteristics. This is of particular importance as a potential contributor of policy decisions which are intended to impact on participation levels because, if subgroup differences are identified, policies may be much more highly focused than would be true in the absence of such information.

TABLE 3.6 provides a comparison of cluster membership by sex. There are two kinds of comparisons of interest in this, and the remaining TABLES in this analysis. The first is the simple difference between each of the categories. The second is a comparison with similar groups identified in the analysis of current participation. While our main interest is in the former, we will note important differences in the latter as they occur.

The largest relative differences in this TABLE occur in clusters 2, 6, and 10. Cluster 2 is the performing arts cluster and women are twice as likely to appear here as men. While a similar ratio occurred

TABLE 3.6

Increased Participation Cluster Membership by Sex

		male	female
1.	Lack of specialized increased participation interests (undirected)	34.0	29.3
2.	Performing arts concerts	3.0	6.2
3.	Home media (TV, radio, records) and sports	14.0	8.0
4.	Jazz	7.8	4.6
5.	Participatory music, religion	4.1	7.8
6.	Visual arts	3.0	12.4
7.	Family (non-arts, non-sports) centered	11.7	16.7
8.	Service/performing arts/ TV	2.8	3.5
9.	Popular/folk/visual arts exhibits	4.6	7.3
10.	Sports/outdoor	15.0	4.2

for current participation, the percentages were only one third as large (TABLE 2.6). The second major difference occurs in the visual arts cluster (6) where four times as many women as men appear. Other arts related clusters also favor women (see clusters 5, 8 and 9). Only the jazz cluster, among the arts related groups, favors men.

On the other hand, and as expected, the sports/outdoor cluster (10) strongly favors men. The TV/popular media/sports cluster (3) also has a higher proportion of men than women. In general, this TABLE supports the stereotype that men are more likely to be oriented toward sports and television, and women are more likely to be oriented toward the arts.

TABLE 3.7 presents clusters subdivided by age categories. Several results suggested by the individual activity analysis are made somewhat clearer in this TABLE. First, membership in the undirected cluster is positively related to age. Younger people in the South are much more likely to select a specific focus for their increased participation desires than are older groups. This TABLE suggests that as one gets older, desire for increased participation becomes less focused and more generalized (although away-from-family or sports activities)

Second, it is the three older age groups which are more likely to desire increases in the performing arts area; i.e., they constitute a larger part of the dedicated audience for the performing arts. This result is common to audience studies as well, However, it does not follow the pattern in the analysis of clusters based on current participation (TABLE 2.7). In that instance there was no relationship between age and cluster membership.

TABLE 3.7

Increased Participation Cluster Membership by Age

		18-29	30-39	40-49	50-64	65 +
1.	Lack of specialized increased participation interests (undirected)	14.4%	23.6%	40.0%	46.7%	55.3%
2.	Performing arts concerts	3.2	3.3	5.9	7.1	6.2
3.	Home media (TV, radio, records) and sports	16.2	11.8	8.9	6.0	5.3
4.	Jazz	10.9	6.2	4.6	1.6	2.6
5.	Participatory music, religion	10.6	4.3	4.1	3.0	0.3
6.	Visual arts	10.9	12.1	5.5	5.0	2.8
7.	Family (non-arts, non-sports) centered	9.7	19.7	14.6	15.3	17.7
8.	Service/performing arts/TV	1.7	3.2	6.7	2.8	3.7
9.	Popular/folk/visual arts exhibits	7.8	5.5	5.0	7.8	1.5
10.	Sports/outdoor	14.8	10.4	4.8	4.6	4.6
		100 %	100 %	100 %	100 %	100 %

Third, younger people are more likely to be members of the TV/popular media/sports cluster and the sports/outdoor cluster. This, of course, is not at all a surprising result. Nor is the fact that the jazz cluster has higher membership among younger groups.

Fourth, both the active musical participation and visual arts clusters are more likely to be chosen by younger than older persons. This reflects earlier findings that young people are more likely to choose active pursuits in both the arts related and non-arts activities. It does not, however, reflect current participation patterns as described by clusters. There participation in these areas, broadly defined, is much more free of age differences. The trend would seem to be toward an increasing number of young people focusing on these types of activities.

Arts related activity clusters fall into three groups based on age differences. Those desiring increases in performing arts areas are likely to be somewhat older. Those focusing on active music, visual arts, or jazz are likely to be younger. And the remaining arts related clusters (8 and 9) do not seem to be age determined.

The number of children in the family also predicts membership in some of the clusters (TABLE 3.8). Individuals with no children or one child are significantly more likely to be in the undirected cluster. This finding contradicts the previous table where younger people, who are less likely to have more than one child, are the least likely to be in the undirected cluster. For current participation, membership in the undirected cluster does not seem to be influenced by number of children.

TABLE 3.8

Increased Participation Cluster Membership by Number of Children

		none	one	two	three or more
1.	Lack of specialized increased participation interests (undirected)	32.1	32.9	20.4	22.2
2.	Performing arts concerts	7.2	4.9	3.2	2.0
3.	Home media (TV, radio, records) and sports	8.9	8.3	13.6	12.5
4.	Jazz	6.2	4.9	2.6	4.5
5.	Participatory music, religion	5.6	6.5	6.1	10.5
6.	Visual arts	8.6	8.8	13.4	4.5
7.	Family (non-arts, non-sports) centered	10.5	16.9	21.4	22.9
8.	Service/performing arts/TV	2.7	2.1	3.0	6.4
9.	Popular/folk/visual arts exhibits	7.6	6.7	5.9	6.1
10.	Sports/outdoor	10.6	8.1	10.4	8.4

Being in a cluster in which individuals focus their desires to increase participation on the performing arts is related to the number of children in one's family also. The greater number of children, the less likely is a focus on the performing arts. This finding conflicts with the results for current participation in performing arts activities and, to some degree, with the results for desire to increase individual performing arts activities. In the latter case, these results provide an instance of the difference between individuals choosing a specific activity and a group which focuses its desires on a set of similar activities. Membership in this cluster characterizes a desire "style" which is apparently more common without children even if current attendance is not.

TV/popular media/sports and family centered activities are both clusters whose membership is more likely to be drawn from among those with two or more children. The activities included in these clusters are generally more child oriented than is true for most of the other clusters, although each cluster represents a different approach to child related activities. Both clusters are characterized by the absence of arts related activities and thus suggest a significant proportion of the children in the population represented by this sample (35.4% of families with three or more children) will have preadult histories relatively free of arts oriented activities, unless they are provided outside the family. Carrying this argument somewhat further, despite the fact that six of the ten clusters show a definite arts orientation, only 34% of the families with two or more children belong to these clusters.

There are also substantial racial differences in the clustering of individuals with similar patterns of desire to increase participation (TABLE 3. 9). Whites are more likely to be in the performing arts, family active, pop/folk/visual arts shows, and sports/outdoor clusters. Blacks appear in significantly greater numbers in the jazz, active music, and service/performing arts/TV clusters. The jazz and active music clusters follow results for individual activities. The service/performing arts/TV cluster seems almost uniquely Black (or perhaps ethnic minority since the "other" category - made up primarily of Hispanics and Orientals is very similar to Blacks in this cluster) with only 2.1% of the whites fitting into the cluster versus 9.2% of the Blacks. On the other hand, the sports/outdoor cluster has what would be surprisingly few Blacks given common assumptions about Blacks and sports activity.

Among the more focused arts related activities, Whites are more likely to belong to the performing arts cluster, while Blacks are more likely to belong to clusters focusing on increasing participation in jazz related and active music leisure pursuits. Both the active music and performing arts differences are in contrast to cluster membership for current participation in which Blacks and Whites have approximately equal proportional membership. The implication is that despite current participation patterns, many Blacks would much rather focus on the active music activities and some Whites would rather focus on performing arts. Interestingly, the groups are equally represented

TABLE 3.9

Increased Participation Cluster Membership by Race

		black	white	other
1.	Lack of specialized increased participation interests (undirected)	32.3	31.5	25.5
2.	Performing arts concerts	2.3	5.0	6.7
3.	Home media (TV, radio, records) and sports	7.6	11.0	12.0
4.	Jazz	11.3	5.3	5.5
5.	Participatory music, religion	13.6	5.0	8.6
6.	Visual arts	6.8	8.4	7.8
7.	Family (non-arts, non-sports) centered	10.9	15.1	11.9
8.	Service/performing arts/TV	9.2	2.1	9.0
9.	Popular/folk/visual arts exhibits	2.4	6.5	9.0
10.	Sports/outdoor	3.5	10.2	4.0

in the undirected cluster.

The analysis of individual activities suggested that the most important community size differences in the desire to increase participation levels occurred between rural areas and very small towns on the one hand, and most larger communities (cities and suburbs) on the other. Where differences occur, the results in TABLE 3.10 suggest a similar pattern for clusters of individuals. The exception is the undirected cluster to which large city residents are much less likely to belong than all other groups.[12] The three clusters where significant differences across community size categories do appear are performing arts, jazz and family activities. In performing arts the small town and rural population and considerably smaller than is true for larger communities; i.e., fewer people in these communities are less likely to focus their desires to increase leisure participation levels on these activities. A similar pattern exists for jazz. At the other extreme, a substantially greater proportion of the rural people are likely to focus their desire for increased participation in active family pursuits. The sports/outdoor cluster has a steady decrease from highest interest among large city residents to lowest among rural residents.

TABLE 3.11 examines religious differences in cluster membership. This predictor was included because of some distinctive cultural differences traditionally associated with membership in one of the major

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[12] Community size groups were collapsed for this analysis. The two largest city groups were combined and their suburbs were included. The rural categories were also combined. Collapsing was done because of the absence of differences in the individual activity analysis.

TABLE 3.10

Increased Participation Cluster Membership by Community Size

		500,000+	100,000-499,999	10,000-99,999	2,500-9,999	rural
1.	Lack of specialized increased participation interests (undirected)	21.9%	32.8%	31.1%	40.9%	31.7%
2.	Performing arts concerts	7.4	4.6	6.8	1.9	1.7
3.	Home media (TV, radio, records) and sports	9.2	11.0	9.5	12.3	12.5
4.	Jazz	6.4	7.5	7.3	5.1	3.2
5.	Participatory music, religion	8.9	5.8	4.3	4.4	7.0
6.	Visual arts	7.6	8.4	8.4	7.2	9.0
7.	Family (non-arts, non-sports) centered	14.6	11.0	12.5	10.7	21.8
8.	Service/performing arts/TV	2.8	2.1	5.0	2.8	3.0
9.	Popular/folk/visual arts exhibits	5.3	7.2	7.0	7.8	4.6
10.	Sports/outdoor	15.9	9.6	8.3	6.9	5.7
	Weighted sample percentages	20.1	19.2	24.3	11.8	24.6

TABLE 3.11

Increased Participation Cluster Membership by Religion

		Catholic	Protestant	Other	None
1.	Lack of specialized increased participation interests (undirected)	29.0	32.3	21.7	27.1
2.	Performing arts concerts	6.0	3.7	15.0	11.4
3.	Home media (TV, radio, records) and sports	12.1	10.5	13.5	9.7
4.	Jazz	4.0	5.2	3.5	20.4
5.	Participatory music, religion	4.7	6.1	17.9	4.9
6.	Visual arts	10.0	7.9	12.9	6.2
7.	Family (non-arts, non-sports) centered	10.9	16.0	6.4	5.5
8.	Service/performing arts/TV	3.6	3.4	2.4	1.2
9.	Popular/folk/visual arts exhibits	7.6	6.2	4.2	3.0
10.	Sports/outdoor	12.2	8.9	2.3	10.4

religious groups (Protestant and Catholic) in the South. These differences focused around Catholic centers in French and Hispanic areas and Bible Belt Protestant denomination in most of the rest of the South. While many of these traditional divisions have been diluted by population migrations, there was still a strong potential for their influence to appear in the selection of leisure activities. For this reason religious preference was included in this analysis. As TABLE 3. 11 shows, the major differences do not distinguish Protestants from Catholics, but separate both of these groups from the two other categories - those holding "other" religious preferences and those with no religious preference. Performing arts, jazz, visual arts, family-centered and popular/folk/visual arts shows clusters all exhibit this pattern to some extent. Factors which have historically distinguished Protestants from Catholics, e.g. level of education, also do not seem to be in operation because those differences associated with education do not appear in this TABLE.

TABLE 3.12 shows the strong influence that education level does seem to play in cluster membership. Lower education is strongly related to membership in the undirected cluster. More than half of those with up to an eighth grade education exhibit this pattern in their choice of which activities to increase. Slightly more than a third of those who completed the ninth grade through high school are in this cluster, while less than 25% of all individuals with at least some college are in this group. In contrast, there is a strong positive relationship between education level and membership in cluster 2 (performing arts attendance). While education was a predictor of both performing arts attendance and desire to increase

TABLE 3.12

Increased Participation Cluster Membership by Education

		to 8th	8+ not grad	HS grad	HS some college	grad 4 year college	post grad	PhD
1.	Lack of specialized increased participation interests (undirected)	56.2	35.9	33.2	24.5	22.7	21.8	18.1
2.	Performing arts concerts	1.7	2.1	2.0	5.4	10.5	16.1	17.0
3.	Home media (TV, radio, records) and sports	8.4	11.9	12.8	10.6	7.3	2.6	2.5
4.	Jazz	2.2	4.3	4.9	7.3	7.4	10.5	15.6
5.	Participatory music, religion	4.8	8.9	6.9	4.0	6.1	3.2	0.0
6.	Visual arts	2.2	6.4	7.0	10.2	12.1	10.7	12.5
7.	Family (non-arts, non-sports) centered	19.3	17.3	16.5	12.2	9.7	4.4	3.0
8.	Service/performing arts TV	2.2	4.2	2.9	3.7	4.0	1.2	0.0
9.	Popular/folk visual arts exhibits	2.8	5.8	5.5	7.2	6.9	14.6	1.8
10.	Sports/outdoor	0.2	3.1	8.4	14.8	13.3	15.0	29.4

attendance, the relationship was not nearly as clear as it is for cluster membership. Those individuals with a singular focus on increasing participation in the performing arts area are far more likely to have at least some college. Only slightly less than 2% of the high school graduates and below fall into this cluster, while approximately 10% of those with some college are in this group. A similar, though not quite as strong, pattern exists for the jazz and visual arts clusters. Three other clusters with some arts related activities (5, 8, and 9) do not have a similar pattern (current participation clusters) for performing and visual arts also have much weaker relationships.

Two other clusters have strong education associated patterns. Family-centered activities cluster membership is negatively related to education - lower education groups are more likely to have larger proportions of individuals interested in increasing participation in this area. Membership in the sports/outdoor cluster, on the other hand, is positively related to education level.

The diverse factors which seem to influence the potential impact of income on leisure choice operate in the realm of cluster membership as well. (TABLE 3.13) Patterned differences across individual clusters are extremely difficult to isolate. For three clusters (2, 7, and 10) there seems to be a substantial difference between the two highest income groups and the remainder of the groups. People earning more than $20,000 per year are more likely to appear in the performing arts and sports/outdoor clusters and less likely to appear in the family-centered activities cluster.

TABLE 3.13

Increased Participation Cluster Membership by Income

		to 5000	5000- 8000	8001- 10000	10001- 12000	12001- 15000	15001- 20000	20001- 30000	ov 300
1.	Lack of specialized increased participation interests (undirected)	31.0	34.3	21.9	31.6	31.9	34.1	26.4	33
2.	Performing arts concerts	2.7	2.9	0.4	3.4	3.1	4.7	6.7	10
3.	Home media (TV, radio, records) and sports	10.0	9.2	17.7	10.8	11.8	11.5	9.7	4
4.	Jazz	5.1	11.3	9.3	1.5	2.8	4.9	6.5	6.
5.	Participatory music, religion	13.0	1.4	5.3	7.4	6.3	4.7	6.9	2
6.	Visual arts	4.2	8.7	12.3	7.2	10.0	7.3	10.7	8
7.	Family (non-arts, non-sports) centered	18.9	15.7	17.3	17.8	14.1	14.5	9.5	8.
8.	Service/performing arts/TV	6.0	3.6	5.3	1.7	4.5	2.3	0.9	2.
9.	Popular/folk/visual arts exhibits	3.1	9.5	5.7	6.8	6.6	5.7	7.9	8.
10.	Sports/outdoor	5.9	3.3	5.0	11.8	8.8	10.3	14.8	15.

The final table in this section examines the relationship between cluster membership and occupation (TABLE 3.14). As was done in the previous analysis of occupation and cluster membership, the white collar category was separated into professional and sales and clerical groups. The division reveals some additional interesting differences.

Membership in the performing arts cluster consists largely of professionals, sales and clerical, retired persons and students. Interestingly, housewives, apparently regardless of education or income, are not likely to desire to increase their participation in the performing arts. Increasing participation in jazz related activities is also distained by farmers, who are joined this time by retired persons and housewives. Increasing participation in the visual arts is, on the other hand, most popular among farmers, housewives and service people, and least popular with retired people. The remaing occupation categories are closely grouped.

Among clusters with a more marginal relationship to the arts, active musical participation and church has greatest interest among service people and students, and at least among farmers and retired persons. Service, performing arts, and television (cluster 8) is most popular among retired people. This follows from the finding that both service and television related activities were more likely to be pursued by older people. Finally, the popular/folk/visual arts shows cluster is most favored among professionals and least among farmers and blue collar workers.

Students are the group most likely to have focused desires to increase participation. Only 11.5% of this category are in the

TABLE 3.14

Increased Participation Cluster Membership by Occupation

		Professional	Clerical & Sales	Blue Collar	Farming	Service Work	Housewife	Retired	Students
1.	Lack of specialized increased participation interests (undirected)	29.8	23.8	29.5	47.1	36.3	34.7	52.7	11.5
2.	Performing arts concerts	7.9	5.0	0.1	0.0	1.9	3.2	5.4	6.8
3.	Home media (TV, radio, records) and sports	4.4	15.0	20.0	29.2	3.5	6.5	5.5	12.6
4.	Jazz	6.7	8.0	6.3	0.0	6.6	3.6	1.1	16.1
5.	Participatory music, religion	6.0	3.8	4.6	0.0	11.9	5.9	0.4	15.8
6.	Visual arts	7.1	8.5	7.1	12.4	10.0	12.3	4.0	7.3
7.	Family (non-arts, non-sports) centered	11.3	18.0	15.7	5.8	14.9	21.4	12.2	2.9
8.	Service/performing arts/TV	3.1	0.9	4.4	0.0	3.1	2.4	5.4	4.0
9.	Popular/folk/visual arts exhibits	10.1	5.6	2.9	0.0	6.8	7.2	6.1	4.0
10.	Sports/outdoor	13.7	11.6	9.6	5.5	5.1	2.7	7.1	19.0

directed cluster. Retired persons, with 52.7%, are at the opposite extreme. Sales and clerical workers are generally like professionals in their cluster membership, except for a substantially greater likelihood of being in the TV/popular media/sports cluster (3). Blue collar workers are predominantly in three clusters, undirected (29.5%), TV/popular media/sports (20%), and family centered activities (15.7%). Housewives are most likely to be in the undirected, family centered activities, and visual arts clusters. The latter is at least partially a reflection of the desire for increased participation in craft related activities.

Comparing clusters developed in terms of desire to increase participation with substantively similar clusters based on current participation (TABLE 2. 14) shows patterns which are remarkably similar across occupation groups. The argument that previous participation is the best indicator of future desire to increase participation fits the occupational categories. In the next section the historical patterns are examined in detail.

Historical Participation Patterns as Predictors of the Desire for Increased Participation

In many areas of social science research the best identified predictor of future behavior has been past behavior. In the last Chapter the relevance of this pattern was described for current participation levels. In this Chapter we are interested in describing the best predictors of the demand for increased participation levels and in this section we will begin by examining the extent to which previous behavior is a predictor of expressed interest in increasing participation. Essentially, are the people who want to do an activity more the ones who are already doing it or those who have not been doing it in the past?

As discussed in the beginning of the Chapter, the analysis of desire will be described on two levels. The first is a general interest in increasing participation and the second level is a strong or high desire to increase participation which is much more likely to reflect the real likelihood of a behavior change. Because we have no way to validate this assumption, both levels will be described in the following analysis.

TABLE 3.15 shows, for each activity, the proportion of the population who express a desire to increase their level of participation for each of the four historic participation patterns. The patterns are: (1) those who, as adults, have never participated in the activity before; (2) those who have participated in the activity only in the previous 12 months; (3) the steady participators who have participated both during the past year and prior to that time; and (4) those who participated prior to 12 months ago, but not within the past 12 months.[13] For arts related activities (the first page of the TABLE), the pattern across all four historical categories is virtually the same. With four exceptions, going to choral concerts, singing, going to a ballet and watching performances of jazz on TV or listening on the radio, those distinctly least interested in increasing activity levels are individuals who have never participated in the activity (first column) and those most interested in increasing activity are those who are regular participators (third column). The other two groups fall between the extremes with new participants generally more likely than old participants to want to increase their participation levels. The pattern of non-arts activities is very

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[12] The reader should keep in mind the relative proportion of the population being considered in each of the categories. Adult non-participants is the smallest group for the non-arts activities where some participation has been achieved for most people in most activities. For arts related activities non-participation is sometimes 50% or more of tht total population. First time participants are also a very small group for all activities. Current participants and previous participant levels vary widely with the activity. All figures reported are for weighted data and will be treated as representing the total population of the 13 southern states. See TABLES 2.1 and 2.7 for references on historical participation levels by activity.

As an example of the sample size mathematics of this situation, consider the following hypothetical case: If 40% of the population has never attended a symphony and 10% of this group would like to, the potential increase in the proportion of the population attending is .1 X .4 or .04 (4%). If 20% are steady participators and 60% of these individuals would like to increase participation, then at least .2 X .6 = .12 (12%) of the population subgroup would like an increase. For the current sample, using unweighted data these percentages represent about 67 and 202 respondents respectively. Taken as representative groups, these figures are probably reliable. Any question would arise if these groups were further subdivided, e.g. what is the educational makeup of the 10% non-attenders who would like to increase participation. Such an analysis would divide a group of about 67 into seven categories and might tend to be very unstable. We will keep the reader aware when analyses head close to situations like these.

TABLE 3.15

Desire to Increase Participation By Previous Activity Pattern

		% non-partic. who desire increase	% new partic. who desire increase	% steady partic. who desire increase	% old partic. who desire increase
17.	Going to symphony or chamber concerts.	10.2	46.9	62.2	43.2
18.	Going to an opera.	9.5	57.7	65.8	37.0
13.	Going to choral concerts.	18.1	53.9	53.2	32.0
25.	Singing in or playing for a chorus, choir, or other singing group.	11.9	63.6	58.6	38.6
14.	Going to jazz concerts.	11.4	48.6	51.3	42.8
16.	Going to folk/ethnic concerts or festivals.	15.3	33.4	53.0	35.9
24.	Playing an instrument in a group or for your own entertainment or taking music lessons.	20.1	74.2	75.6	47.8
10.	Painting, drawing, making sculpture, doing graphic art, taking photographs (as art) or making films yourself.	23.5	57.2	68.1	42.9
11.	Doing crafts.	26.8	70.2	73.8	55.3
12.	Taking art classes in painting, sculpture, graphics, film, or crafts.	20.1	55.9	68.7	43.8
30.	Going to a ballet or modern dance performance.	12.0	65.3	60.7	32.1
31.	Going to a folk dancing performance.	14.9	35.0	63.1	36.6
26.	Going to theater performance.	24.5	56.5	72.6	48.7
27.	Acting in plays or musicals, performing in a dance group, taking lessons in either, or providing behind the scene support.	12.3	43.2	52.9	25.8
2.	Writing novels, stories, plays, or poetry, or taking classes in writing.	10.0	49.3	56.1	30.4
7.	Visiting painting, graphic arts, photography or sculpture exhibits.	37.9	43.3	54.1	50.5
8.	Visiting craft exhibits.	24.2	50.6	56.5	44.5
9.	Touring buildings, etc. for design or historic value or visiting history, science or technical museums.	29.8	60.2	62.0	48.9
20.	Listening on radio or watching on TV classical music, opera, or dancing.	13.8	31.7	36.3	15.7
23.	Watching performances of jazz on TV or listening on the radio.	8.9	36.2	32.6	9.9
29.	Listening to radio broadcasts, your own recordings or watching TV productions of plays or poetry.	11.6	29.5	41.5	31.8
3.	Taking classes or attending lectures on art history, literature, etc., or belonging to a literature club.	15.1	39.2	52.4	32.0

TABLE 3.15 Continued

		% non-partic. who desire increase	% new partic. who desire increase	% steady partic. who desire increase	% old partic. who desire increase
4.	Watching regular TV programs day and night except sports and news.	19.8	33.2	25.3	36.3
21.	Listening to radio broadcasts of all other music.	25.0	28.6	35.7	35.1
22.	Listening to recordings.	27.2	37.3	46.5	43.3
15.	Going to rock or country and western or rhythm and blues concerts.	23.3	72.2	68.3	48.3
19.	Going to fairs and carnivals.	30.4	50.9	50.8	29.4
28.	Going to the movies.	36.0	65.2	67.3	39.5
6.	Watching sports on TV or listening on radio.	12.0	29.3	29.4	19.1
32.	Going to watch sports in person.	28.1	64.0	63.8	41.9
35.	Playing competitive sports.	11.7	44.7	69.7	27.6
37.	Jogging, weight lifting or other exercise program.	25.2	63.4	62.7	47.4
33.	Camping, hiking, back-packing, hunting, fishing, etc.	30.6	79.7	81.5	60.6
40.	Picnicing, visits to parks, zoos, nature walks, or driving a car for pleasure.	47.2	68.4	66.5	58.6
42.	Playing with your children.	11.3	70.8	63.2	19.1
36.	Playing indoor activities or games with friends and/or family.	25.9	60.5	53.7	31.0
41.	Visiting with friends or family members, writing letters, talking to friends on the phone, etc.	50.1	52.7	57.8	48.9
34.	Going to church or doing other church-related activities.	31.9	57.1	59.3	41.5
44.	Playing with pets.	11.4	38.7	34.8	13.5
1.	Reading (fiction books, periodicals, and nonfiction).	35.7	70.2	68.5	49.7
5.	Watching news and information programs on TV or reading in newspapers and news/magazines.	32.6	57.5	46.5	66.6
43.	Do-it-yourself activities or hobbies.	33.5	62.4	66.1	55.4
45.	Sitting and thinking—day-dreaming.	11.7	23.8	16.8	23.7
38.	Charity, volunteer, social service, or political organization activities.				
39.	Fraternal organization or club activities.	7.7	36.6	33.1	22.0

similar, but with a somewhat larger number of exceptions.

By combining the categories somewhat differently, a slightly different perspective may be otained. For all arts related activities the proportion of individuals who participated in the last 12 months who want to increase future participation is far higher than for those who did not participate in the last 12 months. In most cases for both arts and non-arts activities the proportion of steady participants who want to increase participation is more than 50%. This result seems to have no correlation with absolute participation levels, i.e., the proportion desiring an increase is not dependent on the proportion who participated in the last year.

This apparent close association between previous participation and desire for future increases in participation seems to be independent of the structure of both current participation and the desire for increased participation described in the last Chapter and the previous section of this Chapter. APPENDIX J shows that while there is some correspondence in group membership between current participation and desired increases, most of the members of substantively similar clusters do not belong to both clusters. The clusters show different types of patterns than the historical single activity analysis.

Given this similarity of pattern, the interesting differences on this TABLE occur within historic categories and across activities. For example, almost 38% of those who have never visited an art exhibit expressed a desire to do so in the future. In constrast, approximately 10% in the same historical category wanted to go to a symphony, an opera, a jazz concert, or write novels, stories, plays or poetry. Among steady participants, over 70% wanted to increase playing an instrument, going to the theater, and doing crafts, while less than 50% wanted an increase in media performances of classical music, jazz or plays and poetry.

For non-arts activities the patterns and relationships are similar, though less pronounced. Some differences are evident, however. Although there is relatively little difference in the proportion of steady participants who desire to increase their activity level, across all non-arts activities, there are substantially higher proportions of non-participants in non-arts activities who would like to increase their participation than is true for arts related activities (an average of 24.7% for the non-arts activities and 17.3% for the arts related activities).

This difference indicates somewhat greater interest among non-participants for the non-arts activities. It might be explained by the overall popularity of the non-arts activities and social pressures that might imply. It will be explored further in the next Chapter when we examine the reasons cited by each group for not increasing participation.

TABLE 3.16 shows the same comparisons for those individuals who indicated a very strong desire to increase their participation in each of the activities.[14]

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[14] It should be noted that the proportion with a very strong desire to increase activity levels is quite small in some instances, particularly among new participants in arts related activities (see TABLE 2.7). This could make specific examples somewhat unreliable, but it should not detract from the reliability of overall patterns. This analysis will focus on the general patterns, leaving readers free to draw whatever conclusions they feel are warranted about individual activities. The larger the average proportion, across the four categories, the larger the N on which conclusions can be based and the more reliable conclusions are likely to be.

TABLE 3.16

High Desire to Increase Participation By Previous Activity Pattern

		% non-partic. with high desire for increase	% new partic. with high desire for increase	% steady partic. with high desire for increase	% old partic. with high desire for increase
17.	Going to symphony or chamber concerts.	1.9	4.4	12.0	4.8
18.	Going to an opera.	1.9	0.0	16.0	6.0
13.	Going to choral concerts.	4.0	8.4	8.7	4.7
25.	Singing in or playing for a chorus, choir, or other singing group.	2.9	22.0	18.2	8.2
14.	Going to jazz concerts.	1.4	19.5	13.5	2.2
16.	Going to folk/ethnic concerts or festivals.	1.8	0.0	7.9	4.1
24.	Playing an instrument in a group or for your own entertainment or taking music lessons.	6.0	35.1	36.6	12.9
10.	Painting, drawing, making sculpture, doing graphic art, taking photographs (as art) or making films yourself.	3,8	22.7	21.7	9.9
11.	Doing crafts.	4.4	21.6	23.8	11.4
12.	Taking art classes in painting, sculpture, graphics, film, or crafts.	3.5	23.4	26.9	14.0
30.	Going to a ballet or modern dance performance.	2.2	0.6	9.4	3.3
31.	Going to a folk dancing performance.	1.0	0.0	2.3	5.1
26.	Going to theater performance.	4.4	6.2	16.2	7.3
27.	Acting in plays or musicals, performing in a dance group, taking lessons in either, or providing behind the scene support.	3.6	11.8	24.4	5.5
2.	Writing novels, stories, plays, or poetry, or taking classes in writing.	2.4	13.4	22.8	3.1
7.	Visiting painting, graphic arts, photography or sculpture exhibits.	2.0	2.8	7.7	5.6
8.	Visiting craft exhibits.	2.5	8.1	6.7	8.0
9.	Touring buildings, etc. for design or historic value or visiting history, science or technical museums.	3.3	9.4	8.4	8.3
20.	Listening on radio or watching on TV classical music, opera, or dancing.	2.0	0.3	4.8	5.1
23.	Watching performances of jazz on TV or listening on the radio.	1.2	4.8	3.2	0.0
29.	Listening to radio broadcasts, your own recordings or watching TV productions of plays or poetry.	1.7	2.6	3.4	3.4
3.	Taking classes or attending lectures on art history, literature, etc., or belonging to a literature club.	1.8	0.6	12.9	3.0

TABLE 3.16 Continued

		% non-partic. with high desire for increase	% new partic. with high desire for increase	% steady partic. with high desire for increase	% old partic. with high desire for increase
4.	Watching regular TV programs day and night except sports and news.	4.8	0.0	1.4	8.1
21.	Listening to radio broadcasts of all other music.	7.9	2.1	4.6	13.3
22.	Listening to recordings.	5.4	0.4	7.1	9.3
15.	Going to rock or country and western or rhythm and blues concerts.	5.6	18.8	16.5	5.8
19.	Going to fairs and carnivals.	4.1	6.0	5.9	1.9
28.	Going to the movies.	9.6	14.1	13.8	7.2
6.	Watching sports on TV or listening on radio.	1.8	2.1	6.2	7.0
32.	Going to watch sports in person.	6.7	11.2	14.6	4.6
35.	Playing competitive sports.	1.4	9.2	23.7	4.2
37.	Jogging, weight lifting or other exercise program.	4.3	12.2	18.4	10.1
33.	Camping, hiking, back-packing, hunting, fishing, etc.	8.8	20.3	36.4	14.1
40.	Picnicing, visits to parks, zoos, nature walks, or driving a car for pleasure.	9.2	10.7	11.6	13.3
42.	Playing with your children.	4.6	36.2	27.9	6.1
36.	Playing indoor activities or games with friends and/or family.	3.2	4.4	7.0	1.0
41.	Visiting with friends or family members, writing letters, talking to friends on the phone, etc.	11.8	8.3	13.1	11.7
34.	Going to church or doing other church-related activities.	7.8	16.5	17.4	7.4
44.	Playing with pets.	1.3	8.0	4.7	3.6
1.	Reading (fiction books, periodicals, and nonfiction).	3.3	8.7	19.7	7.4
5.	Watching news and information programs on TV or reading in newspapers and news/magazines.	6.3	1.6	5.8	36.5
43.	Do-it-yourself activities or hobbies.	6.1	16.9	16.5	16.2
45.	Sitting and thinking—day-dreaming.	1.0	8.3	2.3	0.0
38.	Charity, volunteer, social service, or political organization activities.				
39.	Fraternal organization or club activities.	1.0	7.0	4.1	1.0

The overall pattern is quite similar to that of the previous table. In general, the lowest proportions with a high desire are among those who have not participated before. The highest proportions are generally among adults who have shown steady participation. Again, the pattern is not nearly as consistent from the non-arts activities as it is for the arts related activities. Similarly, those who have participated within the past year, both new participants and steady participants, are generally more likely to express a high desire to increase participation levels than those who did not participate.

Individual percentages in each category are much lower for all groups, which is just another way of saying that there are fewer people with high desire than with just some desire to increase participation in any activity. There are some activities which show substantially larger proportions of individuals with a strong desire to increase participation. Six of the arts related activities have more than 20% of the steady participants who desire an increase in the high desire category. They are: playing an instrument; painting, etc.; doing crafts; taking art classes; acting in plays, etc.; and writing.[15] Interestingly, all of these are active leisure pursuits. These activities represent the greatest probability for increases in actual participation assuming other outside factors (e.g. barriers) do not intervene. Increases in participation among those who have not previously participated are least likely. Thus, prior to examining the impact of specific barriers on previous failure to increase participation the most fruitful market for anyone wishing to increase participation in those six areas, or in any of the arts related areas, seems to be among those individuals who are already participating. This conclusion is based purely on the strength of desire among different historic participation groups. If current participation were the only factor in leisure choice decisions, then it would look much more like desired participation with only personal preferences intervening. As we shall see in the next chapter, such preferences do account for a large share of the failure to change current patterns and therefore provide a basis for discounting the preferences expressed here.

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[15] The first four of these show similarly high proportions among new participants as well.

A similar situation exists for non-arts activities. Those with the highest proportions having a strong desire for increase are usually active leisure pursuits (competitive sports, camping, etc., and playing with your children). The particularly strong trend for increased participation in active pursuits, for both arts and non-arts activities, was not evident in the previous analyses. While it does not diminish the importance of desire for increases in other areas, it does highlight the specific areas which seem most likely to show increases in the coming years provided external barriers do not prohibit fulfillment of those desires.

The final table in this Section (TABLE 3.17) shows the strength of desire for increased participation in terms of current participation levels. Six columns are presented for each activity. The first shows the percentage of individuals who did not participate in the activity during the past year who would like to increase their participation. The second column shows the percent in this group with a

TABLE 3.17

Desire for Increased Participation by Level of Participation During the Previous 12 Months

	% with 0 particip. who have any desire	% with 0 particip. who have hi desire	% with moderate particip. who have any desire	% with moderate particip. who have hi desire	% with hi particip. who have any desire	% with high participation who have high desire
17. Going to symphony or chamber concerts.	14.3	1.9	44.4	7.6	64.4	13.9
18. Going to an opera.	12.6	2.5	*	*	56.6	7.9
13. Going to choral concerts.	18.0	3.0	51.9	9.1	58.9	12.5
25. Singing in or playing for a chorus, choir, or other singing group.	12.9	2.7	54.0	11.1	59.0	29.1
14. Going to jazz concerts.	14.1	1.7	50.9	3.5	51.2	15.2
16. Going to folk/ethnic concerts or festivals.	16.9	1.7	45.7	7.3	46.2	5.6
24. Playing an instrument in a group or for your own entertainment or taking music lessons.	21.0	6.1	71.2	29.5	78.9	37.5
10. Painting, drawing, making sculpture, doing graphic art, taking photographs (as art) or making films yourself.	24.2	4.1	60.7	18.7	73.5	25.8
11. Doing crafts.	30.4	4.9	72.7	21.2	76.1	36.4
12. Taking art classes in painting, sculpture, graphics, film, or crafts.	23.1	4.6	55.3	17.2	64.9	26.0
30. Going to a ballet or modern dance performance.	13.7	2.0	*	*	59.9	8.9
31. Going to a folk dancing performance.	17.1	1.5	*	*	51.5	1.2
26. Going to theater performances.	30.0	4.4	58.6	9.1	72.4	21.1
27. Acting in plays or musicals, performing in a dance group, taking lessons in either, or providing behind the scene support.	12.7	3.4	*	*	57.9	23.9
2. Writing novels, stories, plays, or poetry, or taking classes in writing.	10.7	2.2	43.3	8.6	59.8	20.9
7. Visiting painting, graphic arts, photography or sculpture exhibits.	25.5	2.0	43.0	4.4	43.8	10.4
8. Visiting craft exhibits.	22.8	2.0	52.2	6.2	72.7	14.6
9. Touring buildings, etc. for design or historic value or visiting history, science or technical museums.	32.1	4.0	57.9	8.2	66.5	9.5

TABLE 3.17 Continued

		% with o particip. who have any desire	% with 0 particip. who have hi desire	% with moderate particip. who have any desire	% with moderate particip. who have hi desire	% with hi particip. who have any desire	% with high participation who have high desire
20.	Listening on radio or watching on TV classical music, opera, or dancing.	12.8	2.2	32.6	3.5	38.7	5.3
23.	Watching performances of jazz on TV or listening on the radio.	7.5	1.1	30.0	2.7	47.5	4.7
29.	Listening to radio broadcasts, your own recordings or watching TV productions of plays or poetry.	13.1	2.1	39.4	2.2	36.5	4.4
3.	Taking classes or attending lectures on art history, literature, etc., or belonging to a literature club.	17.3	1.8	30.8	19.9	48.1	5.8
4.	Watching regular TV programs day and night except sports and news.	15.5	2.9	26.4	1.8	27.0	2.8
21.	Listening to radio broadcasts of all other music.	17.2	2.0	33.9	3.7	46.0	12.0
22.	Listening to recordings.	22.3	6.8	45.2	4.6	55.8	14.3
15.	Going to rock or country and western or rhythm and blues concerts.	26.3	4.4	67.6	13.5	69.7	24.9
19.	Going to fairs and carnivals.	26.0	1.2	44.8	5.4	63.7	9.1
28.	Going to the movies.	31.0	5.6	67.0	13.7	69.0	17.8
6.	Watching sports on TV or listening on radio.	10.1	1.4	24.3	4.2	46.9	13.1
32.	Going to watch sports in person.	29.7	5.1	65.0	13.3	63.4	17.0
35.	Playing competitive sports.	13.3	1.8	62.0	15.0	64.7	23.4
37.	Jogging, weight lifting or other exercise program.	27.3	6.4	63.3	11.4	65.3	22.8
33.	Camping, hiking, back-packing, hunting, fishing, etc.	37.7	8.7	81.3	30.9	77.1	43.1
40.	Picnicing, visits to parks, zoos, nature walks, or driving a car for pleasure.	47.1	10.6	65.7	9.8	73.7	18.7

TABLE 3.17 Continued

		% with 0 particip. who have any desire	% with 0 particip. who have hi desire	% with moderate particip. who have any desire	% with moderate particip. who have hi desire	% with hi particip. who have any desire	% with high participation who have high desire
42.	Playing with your children.	12.5	4.8	61.4	22.9	71.3	43.5
36.	Playing indoor activities or games with friends and/or family.	24.9	1.8	54.1	4.8	52.7	12.4
41.	Visiting with friends or family members, writing letters, talking to friends on the phone, etc.	39.3	14.2	57.6	10.9	58.6	18.7
34.	Going to church or doing other church-related activities.	32.5	8.4	58.8	13.6	52.2	21.0
44.	Playing with pets.	8.9	1.8	29.1	3.0	55.0	9.3
1.	Reading (fiction books, periodicals, and nonfiction).	34.7	4.5	68.5	16.5	63.8	20.0
5.	Watching news and information programs on TV or reading in newspapers and news/magazines.	25.7	6.0	46.5	5.8	51.4	9.1
43.	Do-it-yourself activities or hobbies.	35.3	7.4	66.0	14.3	58.2	22.9
45.	Sitting and thinking—day-dreaming.	9.5	0.8	16.8	2.1	26.1	4.9
38.	Charity, volunteer, social service, or political organization activities.	23.8	3.4	43.8	3.2	44.9	10.6
39.	Fraternal organization or club activities.	8.5	1.0	31.0	4.4	38.9	4.3

*In instances where the participation rate was very low, i.e., most respondents did not participate at all, the mean rate was very low and results broken out in standardized terms showed only 0 and high participation rates. In the case of opera, for example, respondents who attended an opera only once in the previous 12 months were considered in the high group because only 5.7% had done this activity. For this reason there is no middle level of participation for the activities marked with an *.

high desire to increase participation. The third column has the percentage with moderate participation during the past year who would like to increase participation. The fourth shows the proportion of this group with a high desire to increase participation. The fifth column shows the percent with high participation during the past year who would like some increase in participation.[16] The sixth column shows those with high participation during the past year who also have a high desire to increase participation in the future.

The pattern across categories (columns) is very regular for almost all activities - arts related and non-arts. Among non-participants, a weak desire to increase activity is much more likely than a strong desire (columns 1 and 2). Among participants the proportion having some desire to increase activity levels is usually slightly higher for the high participant than for the moderate participant (column 5 is generally a little higher than column 3). For arts-related activities this is true in all but one case, item 29. These two groups have by far the highest percentage with some desire for an increase. Individuals with high participation during the past year also have substantial proportions with a high desire for increased activity (column 6). Again, among arts activities there is only one instance where the proportion with high desire is not higher among high participants than among moderate participants.

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[16] High participation is defined as the participation rate greater than 1/2 standard deviation above the mean participation ratio for all respondents. Moderate participation is defined as the rate above 0 and up to 1/2 standard deviation above the overall mean rate.

Similarly, moderate participants are more liekly to have a high desire for increase than non-participants. As was previously shown, it is among the active leisure pursuits that the largest proportions are likely to have a high desire.

It is not only last year's participants that seem likely to contribute most to future participation levels, but those whose participation was highest in the previous years as well. The contribution of those who have not participated in the past year is likely to be very small. In addition, the majority of these figures, for arts-related activities, suggest that satiation is not a strong barrier to future demand. Figures in column 5 suggest that the majority of individuals in the high participation category would like to participate more. The next important question, then, is why they don't do it. Prior to examining the impact of specific barriers to increased participation, however, we shall currently examine some of the possible socio-economic and demographic predictors of desire to increase participation.

Demographic and Socio-Economic Predictors of the Desire to Increase Individual Leisure Activities

The description of predictors of desire to increase participation will follow the same outline used in the analysis of current participation. We will look at individual activities in terms of how individuals in the various categories differ in their desire to increase participation levels. These analyses will use the same eight socio-economic and demographic variables examined before. The analysis will be extended by examining both the overall desire to increase participation and those individuals with a strong desire to increase participation. Thus, there will be two tables for each of the SES/demographic variables.

The focus of this analysis will be on identifying population subgroups with greater or lesser desire (likelihood) to increase participation. These results can suggest both the groups more likely to increase participation and the groups on which to focus if increased participation is a goal of policy actions. Where relevant, comparisons with the results for current participation levels will be made as well.

TABLE 3.18 shows differences in the desire to increase participation by sex. Whereas participation rates for most activities were similar for men and women (TABLE 2.21), the desire to increase participation is generally much greater for women among arts-related activities than it is for men. Among non-arts activities men exceed women in their desire to increase sports activity and women are more

TABLE 3.18

Percent Who Desire to Increase Participation By Sex

		male	female
17.	Going to symphony or chamber concerts.	16.6	24.6
18.	Going to an opera.	10.5	18.8
13.	Going to choral concerts.	24.9	38.1
25.	Singing in or playing for a chorus, choir, or other singing group.	17.8	25.2
14.	Going to jazz concerts.	19.9	18.9
16.	Going to folk/ethnic concerts or festivals.	18.7	24.2
24.	Playing an instrument in a group or for your own entertainment or taking music lessons.	29.4	30.7
10.	Painting, drawing, making sculpture, doing graphic art, taking photographs (as art) or making films yourself.	23.4	43.5
11.	Doing crafts.	30.9	58.6
12.	Taking art classes in painting, sculpture, graphics, film, or crafts.	18.7	32.7
30.	Going to a ballet or modern dance performance.	10.9	23.7
31.	Going to a folk dancing performance.	14.9	23.7
26.	Going to theater performance.	32.2	44.0
27.	Acting in plays or musicals, performing in a dance group, taking lessons in either, or providing behind the scene support.	11.8	17.7
2.	Writing novels, stories, plays, or poetry, or taking classes in writing.	15.2	19.9
7.	Visiting painting, graphic arts, photography or sculpture exhibits.	28.2	39.2
8.	Visiting craft exhibits.	20.8	54.0
9.	Touring buildings, etc. for design or historic value or visiting history, science or technical museums.	40.9	48.8
20.	Listening on radio or watching on TV classical music, opera, or dancing.	20.0	25.3
23.	Watching performances of jazz on TV or listening on the radio.	19.0	15.7
29.	Listening to radio broadcasts, your own recordings or watching TV productions of plays or poetry.	19.6	25.2
3.	Taking classes or attending lectures on art history, literature, etc., or belonging to a literature club.	15.6	24.1

TABLE 3.18 Continued

		male	female
4.	Watching regular TV programs day and night except sports and news.	28.8	22.1
21.	Listening to radio broadcasts of all other music.	35.4	31.8
22.	Listening to recordings.	41.7	41.1
15.	Going to rock or country and western or rhythm and blues concerts.	41.4	41.5
19.	Going to fairs and carnivals.	39.3	42.4
28.	Going to the movies.	54.7	58.8
6.	Watching sports on TV or listening on radio.	34.4	16.5
32.	Going to watch sports in person.	58.9	39.5
35.	Playing competitive sports.	34.4	17.4
37.	Jogging, weight lifting or other exercise program.	45.6	43.5
33.	Camping, hiking, back-packing, hunting, fishing, etc.	69.8	55.7
40.	Picnicing, visits to parks, zoos, nature walks, or driving a car for pleasure.	60.6	64.7
42.	Playing with your children.	38.4	38.5
36.	Playing indoor activities or games with friends and/or family.	43.5	45.0
41.	Visiting with friends or family members, writing letters, talking to friends on the phone, etc.	54.9	57.6
34.	Going to church or doing other church-related activities.	45.2	56.9
44.	Playing with pets.	26.6	20.1
1.	Reading (fiction books, periodicals, and nonfiction).	58.6	63.9
5.	Watching news and information programs on TV or reading in newspapers and news/magazines.	49.5	42.7
43.	Do-it-yourself activities or hobbies.	55.6	58.9
45.	Sitting and thinking—day-dreaming.	17.1	15.0
38.	Charity, volunteer, social service, or political organization activities.	25.8	33.3
39.	Fraternal organization or club activities.	17.0	11.3
	Weighted sample percentages	45.0	55.0

likely to want to increase church and service (charity, volunteer, etc.) activities.

Of 22 arts related activities, at least eight percent more women want to increase participation in 13 of the activities. In only two activities, jazz concerts and watching jazz on TV or listening on the radio, are more men likely to want to increase their activity levels and these differences are very small. Of particular interest are activities like painting, going to folk dance performances, going to the theater, and touring buildings and museums, where women are substantially more likely to desire an increase while participating at an equal or even lower rate than men.

Sex based differences for individuals showing a strong desire to increase participation differ slightly, but are generally in the same direction (TABLE 3.19).[17] For non-arts activities there are more large

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[17] Comparisons of groups on the basis of expression of a high/strong desire to increase participation creates one of those situations where the reader should be careful of reliability problems related to sample size. Percentages presented in TABLE 3.10, for example, are based on weighted data. Therefore, reported N's are still very high (2% of the weighted sample represents about 1,200 responses) but the number of survey respondents on which that figure is based is much smaller, about 35. Further, the data reported in this and subsequent TABLES are presented as a percentage of the subgroup being considered, making the cell N even smaller. To counter these problems we have not subdivided these cells. In addition, the analysis is based on comparisons of proportions of large sample segments, thus the relevant statistical test for differences, for example, would be of proportional differences between men and women, based on sample N's of about 600 to 800. Such a test would require a proportional difference of about five percentage points to be "statistically significant" at the .05 level. Most of the differences we have been describing as relevant are much higher than that.

In comparisons of smaller groups, say across educational categories, where N's may be as low as 200, a difference of 10-12 percentage points would be required to achieve "statistical significance".

(Continued...)

differences between women and men. Men are still more likely to have a strong desire to increase sports related activities. However, women are substantially more likely to have a strong desire to increase movie attendance, picnicking, etc., reading, and do-it-yourself activities. It is interesting to note that there is no pattern to these differences. They involve home and away, passive and active, and family and non-family leisure pursuits. They also do not involve activities which women currently do substantially more than men.

Among arts related activities there are seven in which less than 2% of the men have a strong desire to increase participation. There are only three for women. (One of these is common to both groups - going to folk dance performances.) Men still lead in their desire to increase jazz related activities, but there are fewer other activities where women show a substantially stronger desire to increase activity levels. Craft related activities and painting are still much more highly favored by women than men, but others like touring buildings and museums, taking art classes and going to symphonies, exhibit vir-

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[17] (Continuation...)
As the responses move toward the extreme, i.e., away from 50-50, the test becomes more powerful and somewhat smaller differences are significant. Another factor that adds to the interpretability of the results is a trend across all categories, which is suggestive of impact of the independent variable even when simple two-category comparisons are not "statistically significant". Now that we have tested the patience of even the most thorough reader, our point is that data interpreted across categorical differences for all leisure activities should not be dismissed because cell sizes appear to be small. The analysis done here has taken account of these problems and comparisons discussed are generally well within standard statistical significance tolerances. In instances where N's are too small or individual differences too extreme, trends are used instead of individual comparisons.

TABLE 3.19

Percent With Strong Desire to Increase Participation by Sex

		male	female
17.	Going to symphony or chamber concerts.	3.5	3.4
18.	Going to an opera.	1.6	3.7
13.	Going to choral concerts.	4.8	6.3
25.	Singing in or playing for a chorus, choir, or other singing group.	4.4	7.0
14.	Going to jazz concerts.	4.0	1.9
16.	Going to folk/ethnic concerts or festivals.	1.9	2.8
24.	Playing an instrument in a group or for your own entertainment or taking music lessons.	10.9	10.9
10.	Painting, drawing, making sculpture, doing graphic art, taking photographs (as art) or making films yourself.	4.5	11.1
11.	Doing crafts.	6.3	16.1
12.	Taking art classes in painting, sculpture, graphics, film, or crafts.	3.1	3.8
30.	Going to a ballet or modern dance performance.	1.0	4.0
31.	Going to a folk dancing performance.	0.8	1.9
26.	Going to theater performance.	4.0	9.4
27.	Acting in plays or musicals, performing in a dance group, taking lessons in either, or providing behind the scene support.	2.4	5.8
2.	Writing novels, stories, plays, or poetry, or taking classes in writing.	3.5	5.1
7.	Visiting painting, graphic arts, photography or sculpture exhibits.	3.0	4.2
8.	Visiting craft exhibits.	1.3	7.7
9.	Touring buildings, etc. for design or historic value or visiting history, science or technical museums.	5.0	6.9
20.	Listening on radio or watching on TV classical music, opera, or dancing.	1.8	3.7
23.	Watching performances of jazz on TV or listening on the radio.	2.3	1.4
29.	Listening to radio broadcasts, your own recordings or watching TV productions of plays or poetry.	1.7	2.6
3.	Taking classes or attending lectures on art history, literature, etc., or belonging to a literature club.	2.4	2.4

TABLE 3.19 Continued

		male	female
4.	Watching regular TV programs day and night except sports and news.	1.7	2.2
21.	Listening to radio broadcasts of all other music.	4.4	6.0
22.	Listening to recordings.	6.0	6.5
15.	Going to rock or country and western or rhythm and blues concerts.	9.0	9.1
19.	Going to fairs and carnivals.	3.2	5.2
28.	Going to the movies.	7.5	15.6
6.	Watching sports on TV or listening on radio.	8.1	2.2
32.	Going to watch sports in person.	12.7	7.2
35.	Playing competitive sports.	8.8	3.4
37.	Jogging, weight lifting or other exercise program.	12.6	9.3
33.	Camping, hiking, back-packing, hunting, fishing, etc.	25.3	20.8
40.	Picnicing, visits to parks, zoos, nature walks, or driving a car for pleasure.	7.7	13.9
42.	Playing with your children.	16.4	17.2
36.	Playing indoor activities or games with friends and/or family.	4.0	5.8
41.	Visiting with friends or family members, writing letters, talking to friends on the phone, etc.	9.3	15.3
34.	Going to church or doing other church-related activities.	11.8	16.1
44.	Playing with pets.	2.7	3.5
1.	Reading (fiction books, periodicals, and nonfiction).	12.0	17.3
5.	Watching news and information programs on TV or reading in newspapers and news/magazines.	6.2	6.3
43.	Do-it-yourself activities or hobbies.	10.9	16.2
45.	Sitting and thinking—day-dreaming.	3.3	0.8
38.	Charity, volunteer, social service, or political organization activities.	3.1	4.5
39.	Fraternal organization or club activities.	2.8	0.5
	Weighted sample percentages	45.0	55.0

tually no differences. It is possible to conclude from these results that while women are still somewhat more likely to express strong desires for increasing a number of activities, the differences that existed at the general desire level are not nearly as strong. However, if estimates of the sex of new participants were to be made from these data, at least eight of the activities would probably have a strong dominance by women. Furthermore, for seven or more activities we would expect to see very little, if any, increase in male participation. Such predictions, however, are being made without the benefit of knowing the reasons for not increasing participation in the past.

TABLE 3.20 shows the proportion of each age group who desire to increase their participation in each activity. As was true for current participation, there are many activities for which desire to increase is related to age. For thirteen of the 22 arts related activities there is a significant drop in the proportion who desire to increase participation as age increases. Six of these activities, singing, going to jazz concerts, playing an instrument, painting, visiting craft exhibits, and taking classes in art history, have the same pattern for desired participation increases as they had for current participation. This finding fits the historic influence pattern found in the previous section. For the remaining seven activities, doing crafts, taking art classes, going to a ballet, going to the theater, writing, visiting art exhibits, and watching jazz on TV, the age associated decrease in the proportion desiring an increase is not found in current participation patterns. (See TABLE 2.13.) For the remaining arts related activities the age associated differences involve only specific groups and do not show a trend across all age groups. Acting, for example, is an activity where 18- to 29-year olds are far more likely to desire an increase than any of the other groups.

The most notable difference among those with a strong desire to increase participation is that age is inversely related to active arts related leisure pursuits. A second part of this relationship is that the only activities in which more than 10% of the group has a strong desire to increase participation are the active pursuits and that this occurs generally among the younger age groups. The examples are playing an instrument, painting, doing crafts, and taking art classes. (See TABLE 3.21.) Thus, other things being equal, the activities which seem most likely to have actual participation increases are the active pursuits with a younger audience.

A similar trend exists for non-arts activities, although it is not nearly as strong, i.e., there are passive activities which also have substantial proportions (more than 10% of the group) among the younger age groups, with a strong desire to increase participation.

Overall, age is not as strong a predictor of either general desire to increase participation or strong desire to increase participation as sex. There are trends, however, which show that, for certain types of activities, as age increases the desire to increase participation decreases. This finding parallels results for current participation levels. These results suggest that (1) increasing age leads to less interest in changing current patterns, particularly among active pursuits, and/or (2) there are differences in the interests of

TABLE 3.20

Percent Who Desire to Increase Participation For Each Age Group

		18-29	30-39	40-49	50-64	65 +
17.	Going to symphony or chamber concerts.	23.0	19.1	20.9	18.6	20.3
18.	Going to an opera.	14.9	13.6	15.6	13.8	18.5
13.	Going to choral concerts.	30.3	36.3	32.6	32.6	25.1
25.	Singing in or playing for a chorus, choir, or other singing group.	30.7	19.6	19.4	15.7	10.8
14.	Going to jazz concerts.	33.1	16.6	10.8	10.5	7.9
16.	Going to folk/ethnic concerts or festivals.	25.7	21.0	21.3	16.6	18.5
24.	Playing an instrument in a group or for your own entertainment or taking music lessons.	47.3	27.4	21.8	19.7	11.2
10.	Painting, drawing, making sculpture, doing graphic art, taking photographs (as art) or making films yourself.	45.4	40.1	26.7	22.2	22.1
11.	Doing crafts.	55.9	52.4	44.7	33.1	31.6
12.	Taking art classes in painting, sculpture, graphics, film, or crafts.	36.8	27.5	21.3	17.7	15.3
30.	Going to a ballet or modern dance performance.	23.2	17.4	17.7	12.1	11.3
31.	Going to a folk dancing performance.	21.0	19.6	22.2	19.8	11.7
26.	Going to theater performance.	42.9	37.7	36.5	37.9	31.4
27.	Acting in plays or musicals, performing in a dance group, taking lessons in either or providing behind the scene support.	27.4	9.4	10.5	6.9	7.2
2.	Writing novels, stories, plays, or poetry, or taking classes in writing.	25.4	16.9	12.8	11.2	12.9
7.	Visiting painting, graphic arts, photography or sculpture exhibits.	45.8	37.2	31.2	26.6	17.2
8.	Visiting craft exhibits.	43.3	41.0	39.5	35.9	28.1
9.	Touring buildings, etc. for design or historic value or visiting history, science or technical museums.	52.2	43.5	42.0	41.0	38.9
20.	Listening on radio or watching on TV classical music, opera, or dancing.	24.8	19.4	22.4	23.3	23.0
23.	Watching performances of jazz on TV or listening on the radio.	23.8	15.2	13.6	13.4	11.5
29.	Listening to radio broadcasts, your own recordings or watching TV productions of plays or poetry.	24.2	18.4	23.9	21.5	24.1
3.	Taking classes or attending lectures on art history, literature, etc., or belonging to a literature club.	23.8	21.4	21.9	15.5	14.0

TABLE 3.20 Continued

		18-29	30-39	40-49	50-64	65 +
4.	Watching regular TV programs day and night except sports and news.	27.8	20.4	27.5	26.1	20.9
21.	Listening to radio broadcasts of all other music.	42.2	35.3	31.6	22.7	24.7
22.	Listening to recordings.	51.8	42.2	35.8	35.1	25.0
15.	Going to rock or country and western or rhythm and blues concerts.	64.9	45.2	36.7	22.3	10.7
19.	Going to fairs and carnivals.	58.3	35.8	34.7	26.7	31.4
28.	Going to the movies.	76.1	60.5	53.3	41.6	26.4
6.	Watching sports on TV or listening on radio.	28.8	21.9	28.3	21.5	17.5
32.	Going to watch sports in person.	58.9	52.5	45.4	38.7	30.4
35.	Playing competitive sports.	47.1	25.3	15.6	7.4	3.4
37.	Jogging, weight lifting or other exercise program.	65.6	49.4	40.5	22.9	17.3
33.	Camping, hiking, back-packing, hunting, fishing, etc.	79.5	68.5	59.8	45.7	34.0
40.	Picnicing, visits to parks, zoos, nature walks, or driving a car for pleasure.	75.4	68.0	56.3	55.1	43.1
42.	Playing with your children.	33.3	62.6	47.8	28.9	21.3
36.	Playing indoor activities or games with friends and/or family.	58.3	50.0	35.2	34.8	24.6
41.	Visiting with friends or family members, writing letters, talking to friends on the phone, etc.	65.4	55.7	53.0	54.5	40.5
34.	Going to church or doing other church-related activities.	51.2	52.4	46.5	54.3	52.5
44.	Playing with pets.	36.0	20.6	18.2	11.7	15.1
1.	Reading (fiction books, periodicals, and nonfiction).	72.8	64.1	57.7	52.7	45.1
5.	Watching news and information programs on TV or reading in newspapers and news/magazines.	53.3	43.6	44.0	39.1	42.9
43.	Do-it-yourself activities or hobbies.	63.7	60.8	61.4	51.3	37.6
45.	Sitting and thinking—day-dreaming.	21.7	13.1	15.2	11.5	11.9
38.	Charity, volunteer, social service, or political organization activities.	35.3	31.8	27.1	25.1	23.3
39.	Fraternal organization or club activities.	11.8	12.2	14.0	18.8	12.6
	Weighted sample percentages	33.0	18.8	15.5	20.9	11.7

TABLE 3.21

Percent With Strong Desire to Increase Participation By Age

		18-29	30-39	40-49	50-64	65 +
17.	Going to symphony or chamber concerts.	5.5	1.0	2.2	3.8	3.0
18.	Going to an opera.	3.2	0.5	3.2	3.5	3.7
13.	Going to choral concerts.	4.7	5.4	10.2	3.0	3.2
25.	Singing in or playing for a chorus, choir, or other singing group.	8.6	6.2	5.2	1.5	1.1
14.	Going to jazz concerts.	5.0	3.1	3.4	0.6	0.0
16.	Going to folk/ethnic concerts or festivals.	3.2	3.5	2.7	0.7	1.5
24.	Playing an instrument in a group or for your own entertainment or taking music lessons.	19.3	10.0	5.6	3.7	4.5
10.	Painting, drawing, making sculpture, doing graphic art, taking photographs (as art) or making films yourself.	12.4	8.7	7.8	2.5	4.6
11.	Doing crafts.	16.6	13.7	12.4	6.2	4.9
12.	Taking art classes in painting, sculpture, graphics, film, or crafts.	10.9	7.6	4.5	2.4	0.6
30.	Going to a ballet or modern dance performance.	3.2	1.2	2.4	1.6	2.3
31.	Going to a folk dancing performance.	0.8	1.7	2.4	1.9	0.9
26.	Going to theater performance.	9.3	4.6	4.2	4.6	8.9
27.	Acting in plays or musicals, performing in a dance group, taking lessons in either, or providing behind the scene support.	8.1	2.6	3.4	0.4	1.0
2.	Writing novels, stories, plays, or poetry, or taking classes in writing.	6.6	3.2	4.5	2.9	2.9
7.	Visiting painting, graphic arts, photography or sculpture exhibits.	5.5	2.2	4.7	2.6	1.4
8.	Visiting craft exhibits.	5.8	4.4	5.8	4.6	2.1
9.	Touring buildings, etc. for design or historic value or visiting history, science or technical museums.	6.5	6.2	5.1	4.4	7.5
20.	Listening on radio or watching on TV classical music, opera, or dancing.	2.8	2.6	1.4	2.7	6.2
23.	Watching performances of jazz on TV or listening on the radio.	2.0	1.1	4.0	0.2	2.8
29.	Listening to radio broadcasts, your own recordings or watching TV productions of plays or poetry.	2.4	2.0	4.1	1.2	1.6
3.	Taking classes or attending lectures on art history, literature, etc., or belonging to a literature club.	3.2	1.3	3.8	1.7	1.6

TABLE 3.21 Continued

		18-29	30-39	40-49	50-64	65 +
4.	Watching regular TV programs day and night except sports and news.	1.2	3.1	2.9	1.6	2.1
21.	Listening to radio broadcasts of all other music.	8.2	7.7	3.6	0.8	4.0
22.	Listening to recordings.	9.9	6.5	5.7	3.0	1.9
15.	Going to rock or country and western or rhythm and blues concerts.	16.6	9.9	6.1	2.6	0.7
19.	Going to fairs and carnivals.	7.4	2.3	4.4	1.4	3.0
28.	Going to the movies.	18.0	14.7	8.5	5.3	5.5
6.	Watching sports on TV or listening on radio.	4.8	6.0	5.7	4.3	3.2
32.	Going to watch sports in person.	12.3	12.0	9.6	6.2	6.2
35.	Playing competitive sports.	1.9	6.3	3.6	0.7	0.9
37.	Jogging, weight lifting or other exercise program.	18.8	13.3	9.5	3.3	0.1
33.	Camping, hiking, back-packing, hunting, fishing, etc.	31.5	27.8	20.6	12.8	9.4
40.	Picnicing, visits to parks, zoos, nature walks, or driving a car for pleasure.	15.1	13.6	10.8	5.9	7.3
42.	Playing with your children.	17.2	32.3	17.9	7.6	6.9
36.	Playing indoor activities or games with friends and/or family.	5.6	7.7	3.7	4.0	1.8
41.	Visiting with friends or family members, writing letters, talking to friends on the phone, etc.	14.5	16.1	9.3	9.8	11.4
34.	Going to church or doing other church-related activities.	13.6	16.8	13.8	13.9	11.7
44.	Playing with pets.	3.7	3.9	3.6	2.2	2.1
1.	Reading (fiction books, periodicals, and nonfiction).	17.8	18.3	16.7	11.1	7.9
5.	Watching news and information programs on TV or reading in newspapers and news/magazines.	5.9	7.8	8.7	4.1	5.9
43.	Do-it-yourself activities or hobbies.	15.2	19.3	16.0	10.0	6.9
45.	Sitting and thinking—day-dreaming.	3.1	2.2	2.0	0.3	1.3
38.	Charity, volunteer, social service, or political organization activities.	4.0	3.0	5.9	2.8	3.0
39.	Fraternal organization or club activities.	1.5	1.8	1.1	2.6	0.0
	Weighted sample percentages	33.0	18.8	15.5	20.9	11.7

older and younger groups of individuals, i.e., the age cohort is indicative of a particular style of leisure behavior. Unfortunately, our data do not permit a critical test on this issue.

One reasonable sounding hypothesis about choice in leisure behavior is that having children inhibits participation in certain types of activity, specifically activities which involve going to places where children are not normally in attendance, such as concerts. Assuming that such a participation barrier exists would lead one to predict that individuals with more children (or at least one child) might be more likely to want to increase activity in those areas. TABLE 3.22 does not support this line of reasoning. To some degree it even shows the opposite to be true, i.e., there is less desire to increase participation among those with more children. Going to symphony or chamber concerts is the best example. People with children are not more likely to desire to increase participation in areas where children are normally thought to be a hindrance. There are, in fact, surprisingly few activities, either arts related or non-arts, for which there is a substantial difference between individuals with no children and one or more children. A possible explanation for these results lies in the interpretation of the question. It is possible that some respondents answered this question assuming that children were still a barrier to increased participation, i.e., the answers did not reflect "pure desire". While this explanation may apply to some respondents there are also other somewhat less contrived possibilities. For example, people with children may indeed change their interest patterns, possibly to fit their family situations. Thus, those with children simply might not be an interested in concerts, not because children are a "barrier", but because they have modified their desires to fit family or other types of needs.

A similar irregular pattern exists for arts related activities when strong desire to increase participation is examined. While there are differences, e.g. larger proportions with strong desire to go to symphony concerts and operas, among those with no children, and greater proportions with strong desire among those with three or more children to sing in a group, go to folk concerts, or folk dance performances, and increase media provided arts related activities, they seem to show no regular pattern or overall trend (TABLE 3.23). Although it is certainly possible to invent hypotheses to fit each instance of difference across groups, this does not seem to be a very fruitful undertaking since it is not possible to test these hypohteses in this context.

Among non-arts activities a different situation prevails. For 13 of 23 activities there seems to be a strong relationship between the number of children in the family and the proportion of individuals likely to have a strong desire to increase participation. In all of these instances the relationship is positive, i.e., the more children, the larger the proportion. Activities exhibiting this pattern are varied and the level of strong demand is also varied. Activities include: watching regular TV, listening to popular music on the radio, listening to records, going to popular music concerts, going to fairs and carnivals, going to the movies, jogging or other exercise,

TABLE 3.22

Percent Who Desire to Increase Participation By Number of Children

		none	one	two	three or more
17.	Going to symphony or chamber concerts.	25.8	20.1	18.3	12.9
18.	Going to an opera.	17.0	12.9	13.0	14.0
13.	Going to choral concerts.	27.2	33.7	39.8	40.7
25.	Singing in or playing for a chorus, choir, or other singing group..	20.6	22.1	23.8	32.7
14.	Going to jazz concerts.	22.0	15.8	16.6	17.9
16.	Going to folk/ethnic concerts or festivals.	27.0	14.6	23.7	23.2
24.	Playing an instrument in a group or for your own entertainment or taking music lessons.	30.9	22.2	34.0	30.4
10.	Painting, drawing, making sculpture, doing graphic art, taking photographs (as art) or making films yourself.	34.7	29.0	42.3	42.6
11.	Doing crafts.	46.5	42.4	57.4	58.2
12.	Taking art classes in painting, sculpture, graphics, film, or crafts.	27.2	22.8	33.1	30.2
30.	Going to a ballet or modern dance performance.	21.1	23.0	20.5	20.2
31.	Going to a folk dancing performance.	25.2	12.6	21.6	18.4
26.	Going to theater performance.	45.7	32.3	35.6	36.8
27.	Acting in plays or musicals, performing in a dance group, taking lessons in either, or providing behind the scene support.	17.6	12.8	14.3	14.8
2.	Writing novels, stories, plays, or poetry, or taking classes in writing.	19.3	12.6	16.4	21.9
7.	Visiting painting, graphic arts, photography or sculpture exhibits.	37.2	29.6	37.0	39.6
8.	Visiting craft exhibits.	39.4	39.5	41.9	50.0
9.	Touring buildings, etc. for design or historic value or visiting history, science or technical museums.	47.0	46.8	45.4	49.3
20.	Listening on radio or watching on TV classical music, opera, or dancing.	25.2	16.4	18.1	26.4
23.	Watching performances of jazz on TV or listening on the radio.	19.2	14.8	11.3	20.1
29.	Listening to radio broadcasts, your own recordings or watching TV productions of plays or poetry.	24.5	19.1	20.5	26.8
3.	Taking classes or attending lectures on art history, literature, etc., or belonging to a literature club.	21.5	20.3	22.6	25.9

TABLE 3.22 Continued

		none	one	two	three or more
4.	Watching regular TV programs day and night except sports and news.	25.2	23.4	25.3	26.7
21.	Listening to radio broadcasts of all other music.	27.1	32.9	36.2	39.8
22.	Listening to recordings.	42.3	39.3	41.0	48.1
15.	Going to rock or country and western or rhythm and blues concerts.	41.3	39.1	48.6	49.5
19.	Going to fairs and carnivals.	37.4	44.8	42.5	49.5
28.	Going to the movies.	51.1	60.9	68.4	64.9
6.	Watching sports on TV or listening on radio.	24.1	23.2	23.8	26.9
32.	Going to watch sports in person.	45.8	48.6	54.8	52.7
35.	Playing competitive sports.	24.0	20.7	27.5	27.3
37.	Jogging, weight lifting or other exercise program.	43.4	43.8	54.3	51.7
33.	Camping, hiking, back-packing, hunting, fishing, etc.	60.3	64.1	72.8	72.0
40.	Picnicing, visits to parks, zoos, nature walks, or driving a car for pleasure.	59.6	64.4	71.4	70.6
42.	Playing with your children.	19.4	54.9	72.3	76.4
36.	Playing indoor activities or games with friends and/or family.	44.8	39.8	52.3	54.2
41.	Visiting with friends or family members, writing letters, talking to friends on the phone, etc.	55.7	55.5	58.9	68.1
34.	Going to church or doing other church-related activities.	50.1	50.7	54.9	63.7
44.	Playing with pets.	24.7	19.2	17.7	24.0
1.	Reading (fiction books, periodicals, and nonfiction).	63.8	63.6	68.3	60.7
5.	Watching news and information programs on TV or reading in newspapers and news/magazines.	49.4	35.9	45.7	53.2
43.	Do-it-yourself activities or hobbies.	57.2	59.9	63.6	71.3
45.	Sitting and thinking—day-dreaming.	13.9	13.0	14.5	17.5
38.	Charity, volunteer, social service, or political organization activities.	28.3	27.4	33.6	37.3
39.	Fraternal organization or club activities.	14.8	8.0	16.9	16.7
	Weighted sample percentages	41.9	22.9	23.3	11.9

TABLE 3.23

Percent With Strong Desire to Increase Participation By Number of Children

		none	one	two	three or more
17.	Going to symphony or chamber concerts.	4.8	1.8	2.5	2.2
18.	Going to an opera.	3.7	0.7	1.4	1.3
13.	Going to choral concerts.	4.5	6.5	7.5	7.3
25.	Singing in or playing for a chorus, choir, or other singing group.	3.9	3.5	6.7	13.6
14.	Going to jazz concerts.	3.0	2.1	2.0	2.8
16.	Going to folk/ethnic concerts or festivals.	1.8	2.3	2.9	4.7
24.	Playing an instrument in a group or for your own entertainment or taking music lessons.	12.1	4.7	10.1	11.6
10.	Painting, drawing, making sculpture, doing graphic art, taking photographs (as art) or making films yourself.	9.1	7.2	13.0	8.6
11.	Doing crafts.	10.8	12.0	17.0	14.4
12.	Taking art classes in painting, sculpture, graphics, film, or crafts.	6.9	5.0	9.2	4.9
30.	Going to a ballet or modern dance performance.	4.1	1.4	1.7	2.5
31.	Going to a folk dancing performance.	5.0	1.4	0.9	0.9
26.	Going to theater performance.	6.4	5.0	6.8	6.5
27.	Acting in plays or musicals, performing in a dance group, taking lessons in either, or providing behind the scene support.	5.0	2.7	5.1	8.1
2.	Writing novels, stories, plays, or poetry, or taking classes in writing.	6.2	2.1	5.7	5.6
7.	Visiting painting, graphic arts, photography or sculpture exhibits.	5.1	2.4	4.1	4.5
8.	Visiting craft exhibits.	4.0	7.9	5.4	4.1
9.	Touring buildings, etc. for design or historic value or visiting history, science or technical museums.	7.0	6.9	7.9	3.8
20.	Listening on radio or watching on TV classical music, opera, or dancing.	3.6	1.4	3.0	4.1
23.	Watching performances of jazz on TV or listening on the radio.	1.5	1.1	1.5	3.8
29.	Listening to radio broadcasts, your own recordings or watching TV productions of plays or poetry.	3.1	1.7	1.5	3.4
3.	Taking classes or attending lectures on art history, literature, etc., or belonging to a literature club.	1.5	1.2	5.1	2.0

TABLE 3.23 Continued

		none	one	two	three or more
4.	Watching regular TV programs day and night except sports and news.	1.6	1.1	2.2	5.7
21.	Listening to radio broadcasts of all other music.	3.7	2.8	7.7	11.5
22.	Listening to recordings.	7.5	3.2	5.9	11.2
15.	Going to rock or country and western or rhythm and blues concerts.	8.9	5.6	9.4	14.6
19.	Going to fairs and carnivals.	2.7	4.2	4.7	8.3
28.	Going to the movies.	9.2	13.2	12.0	21.5
6.	Watching sports on TV or listening on radio.	4.7	4.4	7.7	3.6
32.	Going to watch sports in person.	10.9	10.7	9.0	10.8
35.	Playing competitive sports.	6.7	4.7	3.8	8.4
37.	Jogging, weight lifting or other exercise program.	8.0	9.6	15.1	14.6
33.	Camping, hiking, back-packing, hunting, fishing, etc.	23.2	23.6	27.0	31.6
40.	Picnicing, visits to parks, zoos, nature walks, or driving a car for pleasure.	6.3	14.8	16.6	17.0
42.	Playing with your children.	5.9	25.5	38.0	30.9
36.	Playing indoor activities or games with friends and/or family.	2.6	7.9	3.8	9.9
41.	Visiting with friends or family members, writing letters, talking to friends on the phone, etc.	9.0	14.0	11.8	17.5
34.	Going to church or doing other church-related activities.	9.6	14.9	18.7	21.6
44.	Playing with pets.	3.9	1.8	2.9	5.6
1.	Reading (fiction books, periodicals, and nonfiction).	17.1	15.4	15.6	11.9
5.	Watching news and information programs on TV or reading in newspapers and news/magazines.	5.4	4.7	7.8	9.8
43.	Do-it-yourself activities or hobbies.	11.0	16.3	19.9	24.0
45.	Sitting and thinking—day-dreaming.	2.0	2.2	2.2	0.9
38.	Charity, volunteer, social service, or political organization activities.	4.1	5.4	5.7	2.1
39.	Fraternal organization or club activities.	1.3	1.9	2.8	0.5
	Weighted sample percentages	41.9	22.9	23.3	11.9

playing competitive sports, camping, picnicking, etc., going to church, watching or reading news, and do-it-yourself activities. The pattern itself is somewhat varied. In some instances there is a distinctive difference between the group with most children and all others, as in watching regular TV. In others, the pattern involves a different break point, or no break point at all (a steady increase across all groups). While it is clear that the number of children in the family has some impact on the strong desire to increase participation in these activities, it is again not clear just what the influence might be. If it were a general desire to "get away from the kids", then why these particular activities should show the pattern and not the others is unclear. On the other hand, there is neither a substantive nor empirical (as defined in the factor and cluster analysis earlier in the Chapter) connection among the activities where the pattern does occur.

Racial differences in the desire to increase participation are examined in TABLES 3.24 and 3.25. For arts related pursuits there are six activities for which the proportion of Blacks who desire to increase their participation is significantly greater than the proportion of Whites who want to increase participation. (TABLE 3.24) There is only one activity where the reverse is true, attending symphony concerts. The six activities in which Blacks are more interested in increasing activity levels are: going to choral concerts, singing in a group, going to jazz concerts, writing, watching jazz on TV or listening on the radio, and taking art history classes. In the cases of jazz related activities, singing, and choral concerts, these differences reflect similar differences in current participation rates. (TABLE 3.25) With the exception of attending symphony concerts, activities in which Whites currently participate at significantly higher rates do not show a similar correspondence (with Whites being more likely to have a desire to increase activity levels). Generally, Blacks are more likely to say they would like to increase activity levels across all arts related activities.

This general finding is true for non-arts activities as well. In seven of nine activities where there is a significant difference between Blacks and Whites, Blacks are more likely to desire an increase in participation than Whites. Again, the activities are varied (going to fairs and carnivals, watching sports on TV, watching sports in person, playing with your children, going to church, and charity, and volunteer activities) and it is difficult to define a pattern in the differences between the two groups.

The same comparison made for strong desire to increase participation follows a similar pattern except that the activities show even larger differences,[18] i.e., the Blacks are much more likely to have a strong desire to increase participation than Whites. (TABLE 3.25) In addition, there are two activities which were not on the first list, visiting art exhibits and listening to classical music on radio or TV. These results suggest that the potential for significant increases in Black participation in several activity areas, provided there are not environmental barriers which prohibit such changes. The activities where changes are most likely, however, are active pursuits which may

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[18] With the exception of taking art history and literature classes where the ratio remains about the same.

TABLE 3.24

Percent Who Desire to Increase Participation
By Race

		black	white	other
17.	Going to symphony or chamber concerts.	12.6	21.7	34.2
18.	Going to an opera.	14.8	14.5	28.0
13.	Going to choral concerts.	57.4	28.7	32.2
25.	Singing in or playing for a chorus, choir, or other singing group.	39.2	28.7	38.7
14.	Going to jazz concerts.	28.3	17.4	22.1
16.	Going to folk/ethnic concerts or festivals.	20.9	20.8	42.8
24.	Playing an instrument in a group or for your own entertainment or taking music lessons.	30.8	29.3	44.9
10.	Painting, drawing, making sculpture, doing graphic art, taking photographs (as art) or making films yourself.	37.1	33.6	45.9
11.	Doing crafts.	48.0	45.6	53.0
12.	Taking art classes in painting, sculpture, graphics, film, or crafts.	31.1	25.1	42.3
30.	Going to a ballet or modern dance performance.	18.9	17.3	28.5
31.	Going to a folk dancing performance.	13.2	20.4	25.8
26.	Going to theater performance.	40.3	37.9	52.7
27.	Acting in plays or musicals, performing in a dance group, taking lessons in either, or providing behind the scene support.	19.5	13.6	31.2
2.	Writing novels, stories, plays, or poetry, or taking classes in writing.	26.8	15.8	32.8
7.	Visiting painting, graphic arts, photography or sculpture exhibits.	36.9	33.3	48.0
8.	Visiting craft exhibits.	36.2	39.0	51.7
9.	Touring buildings, etc. for design or historic value or visiting history, science or technical museums.	44.0	44.8	59.9
20.	Listening on radio or watching on TV classical music, opera, or dancing.	27.9	21.0	48.2
23.	Watching performances of jazz on TV or listening on the radio.	28.5	15.1	26.7
29.	Listening to radio broadcasts, your own recordings or watching TV productions of plays or poetry.	26.1	22.1	26.8
3.	Taking classes or attending lectures on art history, literature, etc., or belonging to a literature club.	33.3	17.8	35.0

TABLE 3.24 Continued

		black	white	other
4.	Watching regular TV programs day and night except sports and news.	33.8	23.6	33.5
21.	Listening to radio broadcasts of all other music.	33.3	32.7	48.9
22.	Listening to recordings.	44.8	40.1	60.2
15.	Going to rock or country and western or rhythm and blues concerts.	28.5	43.2	46.5
19.	Going to fairs and carnivals.	48.1	38.7	69.7
28.	Going to the movies.	60.6	55.9	70.4
6.	Watching sports on TV or listening on radio.	32.7	22.9	34.7
32.	Going to watch sports in person.	55.8	47.0	43.6
35.	Playing competitive sports.	30.3	23.9	35.6
37.	Jogging, weight lifting or other exercise program.	45.4	43.5	62.5
33.	Camping, hiking, back-packing, hunting, fishing, etc.	40.5	64.4	78.3
40.	Picnicing, visits to parks, zoos, nature walks, or driving a car for pleasure.	63.6	62.7	65.7
42.	Playing with your children.	49.9	36.5	47.0
36.	Playing indoor activities or games with friends and/or family.	39.8	45.2	42.9
41.	Visiting with friends or family members, writing letters, talking to friends on the phone, etc.	59.8	56.4	50.1
34.	Going to church or doing other church-related activities.	64.2	49.8	54.0
44.	Playing with pets.	22.3	22.8	31.0
1.	Reading (fiction books, periodicals, and nonfiction).	56.6	62.2	65.2
5.	Watching news and information programs on TV or reading in newspapers and news/magazines.	48.3	45.1	53.0
43.	Do-it-yourself activities or hobbies.	55.4	57.6	61.8
45.	Sitting and thinking—day-dreaming.	19.2	15.3	21.3
38.	Charity, volunteer, social service, or political organization activities.	44.5	27.9	30.9
39.	Fraternal organization or club activities.	18.4	13.0	18.0
	Weighted sample percentages	12.0	83.8	4.2

TABLE 3.25

Percent With Strong Desire to Increase Participation By Race

		black	white	other
17.	Going to symphony or chamber concerts.	2.7	3.4	7.8
18.	Going to an opera.	2.7	2.7	5.7
13.	Going to choral concerts.	20.4	3.7	1.5
25.	Singing in or playing for a chorus, choir, or other singing group.	17.4	4.1	8.6
14.	Going to jazz concerts.	10.0	2.0	0.0
16.	Going to folk/ethnic concerts or festivals.	4.7	2.1	2.4
24.	Playing an instrument in a group or for your own entertainment or taking music lessons.	11.8	10.5	16.1
10.	Painting, drawing, making sculpture, doing graphic art, taking photographs (as art) or making films yourself.	10.8	7.7	11.8
11.	Doing crafts.	13.7	11.6	8.4
12.	Taking art classes in painting, sculpture, graphics, film, or crafts.	3.9	6.8	1.5
30.	Going to a ballet or modern dance performance.	2.2	2.7	4.0
31.	Going to a folk dancing performance.	1.0	1.5	2.0
26.	Going to theater performance.	5.9	6.9	13.0
27.	Acting in plays or musicals, performing in a dance group, taking lessons in either, or providing behind the scene support.	4.6	4.1	8.0
2.	Writing novels, stories, plays, or poetry, or taking classes in writing.	6.5	4.0	6.6
7.	Visiting painting, graphic arts, photography or sculpture exhibits.	7.5	3.1	4.4
8.	Visiting craft exhibits.	5.4	4.9	1.5
9.	Touring buildings, etc. for design or historic value or visiting history, science or technical museums.	7.8	6.0	2.0
20.	Listening on radio or watching on TV classical music, opera, or dancing.	7.5	2.0	6.3
23.	Watching performances of jazz on TV or listening on the radio.	6.5	1.3	0.0
29.	Listening to radio broadcasts, your own recordings or watching TV productions of plays or poetry.	3.9	2.1	0.0
3.	Taking classes or attending lectures on art history, literature, etc., or belonging to a literature club.	3.9	2.2	3.6

TABLE 3.25 Continued

		black	white	other
4.	Watching regular TV programs day and night except sports and news.	5.1	1.5	3.6
21.	Listening to radio broadcasts of all other music.	13.1	4.3	1.7
22.	Listening to recordings.	13.6	5.1	9.8
15.	Going to rock or country and western or rhythm and blues concerts.	8.2	9.3	8.2
19.	Going to fairs and carnivals.	13.5	3.1	3.1
28.	Going to the movies.	16.7	11.8	1.6
6.	Watching sports on TV or listening on radio.	7.1	4.5	5.3
32.	Going to watch sports in person.	10.6	9.7	6.6
35.	Playing competitive sports.	7.5	5.6	5.2
37.	Jogging, weight lifting or other exercise program.	11.7	10.7	9.9
33.	Camping, hiking, back-packing, hunting, fishing, etc.	14.7	24.3	17.1
40.	Picnicing, visits to parks, zoos, nature walks, or driving a car for pleasure.	18.4	10.3	7.2
42.	Playing with your children.	24.9	15.8	15.4
36.	Playing indoor activities or games with friends and/or family.	7.9	4.7	2.0
41.	Visiting with friends or family members, writing letters, talking to friends on the phone, etc.	13.9	12.9	3.5
34.	Going to church or doing other church-related activities.	29.2	12.6	4.6
44.	Playing with pets.	4.4	3.0	2.2
1.	Reading (fiction books, periodicals, and nonfiction).	12.2	15.4	14.0
5.	Watching news and information programs on TV or reading in newspapers and news/magazines.	8.5	5.6	11.7
43.	Do-it-yourself activities or hobbies.	19.4	13.3	8.6
45.	Sitting and thinking—day-dreaming.	1.1	2.1	1.3
38.	Charity, volunteer, social service, or political organization activities.	11.3	2.9	2.2
39.	Fraternal organization or club activities.	4.2	1.2	0.0
	Weighted sample percentages	12.0	83.8	4.2

be least susceptible to any attempt at outside manipulation, i.e., policies which are designed to encourage participation or reduce the effect of barriers.

Similar patterns exist in the non-arts activities. There is a suggestion in this pattern, for both arts and non-arts activities, that having or indicating (in response to a questionnaire) a strong desire to increase participation may be a characteristic more likely to be exhibited by Blacks than Whites. This is particularly true for activities in which Blacks are already strong participators, such as jazz related activities, singing in groups, going to choral concerts, playing with children, and church activities. It may indicate a stronger tie for Blacks to their current leisure activity pattern than is true for the White population of the South. This question will be discussed further when we examine cluster membership.

In terms of current participation patterns, community size was hypothesized to impact on leisure choices in two ways: first through the availability of certain types of activities; and second, through the attitudes of people who chose to live in those communities (particularly with regard to small town and rural communities versus large cities and their suburbs). In TABLE 3.26 it is possible to develop an indirect indicator of the latter concern. If desire for increasing activity levels can be assumed to be independent of availability, the distribution of leisure for increases across community size provides a rough indicator of differences in attitude.[19]

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[19] The availability hypothesis can be at least partially tested in our examination of barriers to increased participation presented in the next chapter.

TABLE 3.26

Percent Who Desire to Increase Participation for Each Community Size Group

Community Size Groups

		more than 1000000	500000-999999	100000-499999	50000-99999	suburb 500000 or more	suburb 100000- or more	10000-49999	2500-9999	rural farm	rural not farming
17.	Going to symphony or chamber concerts.	30.5	24.2	25.4	26.1	16.7	16.4	30.1	16.1	10.9	13.0
18.	Going to an opera.	27.7	20.1	15.1	18.8	85.7	6.3	22.1	7.6	9.8	8.7
13.	Going to choral concerts.	25.0	30.5	27.2	32.8	29.9	23.2	40.4	28.1	39.2	33.4
25.	Singing in or playing for a chorus, choir, or other singing group.	22.1	31.1	18.5	19.2	24.1	17.3	22.0	16.4	24.8	26.2
14.	Going to jazz concerts.	27.3	22.5	21.8	20.2	16.2	19.8	21.2	18.0	12.0	11.6
16.	Going to folk/ethnic concerts or festivals.	31.3	25.5	18.0	25.7	18.5	18.7	25.7	19.6	18.6	15.8
24.	Playing an instrument in a group or for your own entertainment or taking music lessons.	37.1	40.1	34.6	34.2	34.5	28.1	33.5	20.2	21.6	25.9
10.	Painting, drawing, making sculpture, doing graphic art, taking photographs (as art) or making films yourself.	39.5	31.3	33.2	40.1	35.3	30.8	38.7	29.0	29.3	38.5
11.	Doing crafts.	46.6	42.2	46.7	51.3	44.9	46.7	47.5	38.2	41.0	55.0
12.	Taking art classes in painting, sculpture, graphics, film, or crafts.	32.4	25.6	32.6	30.5	34.4	22.7	34.8	13.1	18.8	22.5
30.	Going to a ballet or modern dance performance.	31.0	22.7	16.4	22.3	18.3	12.6	22.9	12.4	10.4	14.0
31.	Going to a folk dancing performance.	26.3	21.8	15.4	23.3	20.2	27.7	24.4	12.7	16.5	19.5
26.	Going to theater performances.	51.6	41.9	41.6	40.9	48.7	37.4	49.4	32.5	21.6	32.1
27.	Acting in plays or musicals, performing in a dance group, taking lessons in either, or providing behind the scene support.	18.9	25.9	16.1	14.8	12.4	13.0	14.2	9.5	14.7	13.1
2.	Writing novels, stories, plays, or poetry, or taking classes in writing.	19.4	19.9	17.9	26.2	16.8	8.9	23.0	15.1	14.3	14.4
7.	Visiting painting, graphic arts, photography or sculpture exhibits.	42.0	39.8	32.8	40.2	43.8	32.6	41.1	29.0	23.3	27.6
8.	Visiting craft exhibits.	34.5	33.5	44.2	40.8	39.9	35.2	43.1	35.3	35.2	42.8
9.	Touring buildings, etc. for design or historic value or visiting history, science or technical museums.	38.1	48.9	48.0	51.6	47.7	37.9	48.9	41.8	39.5	45.9

TABLE 3.26 Continued

		Community Size Groups									
		more than 1000000	500000-999999	100000-499999	50000-99999	suburb 500000 or more	suburb 100000-or more	10000-49999	2500-9999	rural farm	rural not farming
20.	Listening on radio or watching on TV classical music, opera, or dancing.	28.9	25.0	25.4	24.6	22.7	23.8	24.1	24.1	14.4	20.6
23.	Watching performances of jazz on TV or listening on the radio.	18.4	12.2	21.4	18.6	15.5	11.5	19.1	17.4	14.4	15.4
29.	Listening to radio broadcasts, your own recordings or watching TV productions of plays or poetry.	24.4	27.0	25.2	26.4	23.7	20.0	28.4	16.4	11.4	26.2
3.	Taking classes or attending lectures on art history, literature, etc., or belonging to a literature club.	29.2	21.6	15.6	24.5	23.7	12.9	26.9	18.4	19.0	12.3
4.	Watching regular TV programs day and night except sports and news.	16.1	22.2	21.8	27.3	20.4	16.3	28.3	25.1	29.7	32.7
21.	Listening to radio broadcasts of all other music.	23.2	36.1	33.1	37.9	28.0	27.3	34.0	33.0	36.1	38.8
22.	Listening to recordings.	39.7	45.3	42.9	48.9	48.8	38.0	45.3	39.1	29.5	42.1
15.	Going to rock or country and western or rhythm and blues concerts.	43.4	36.4	39.6	46.5	41.8	49.8	40.5	39.8	43.2	39.4
19.	Going to fairs and carnivals.	31.0	49.4	41.4	47.2	39.5	38.5	38.3	38.4	40.7	44.7
28.	Going to the movies.	59.8	69.3	57.9	52.9	59.7	57.7	56.4	56.5	49.3	61.3
6.	Watching sports on TV or listening on radio.	25.6	26.8	21.4	21.8	27.6	17.7	27.5	24.0	26.9	27.4
32.	Going to watch sports in person.	50.2	57.2	43.2	46.5	56.5	49.4	54.5	51.3	42.5	44.6
35.	Playing competitive sports.	27.5	36.4	32.0	31.7	24.6	21.4	21.4	19.9	16.8	24.4
37.	Jogging, weight lifting or other exercise program.	50.9	59.9	46.4	47.8	53.7	44.8	47.5	38.4	31.0	41.3
33.	Camping, hiking, back-packing, hunting, fishing, etc.	71.4	66.9	62.1	60.7	71.3	68.1	58.7	57.3	58.4	66.2
40.	Picnicing, visits to parks, zoos, nature walks, or driving a car for pleasure.	57.3	69.0	64.5	57.4	70.6	57.0	67.3	64.2	58.4	64.3

TABLE 3.26 Continued

		Community Size Groups								
	more than 1000000	500000-999999	100000-499999	50000-99999	suburb 500000 or more	suburb 100000-or more	10000-49999	2500-9999	rural farm	rural not farming
42. Playing with your children.	36.1	35.6	30.3	42.7	34.1	42.8	36.4	32.4	46.9	50.9
36. Playing indoor activities or games with friends and/or family.	48.5	62.5	43.1	50.2	54.4	34.9	48.4	37.5	38.0	36.7
41. Visiting with friends or family members, writing letters, talking to friends on the phone, etc.	47.7	63.8	52.0	53.3	60.6	53.8	60.5	51.8	58.6	60.3
34. Going to church or doing other church-related activities.	56.4	43.7	43.7	48.5	46.1	41.6	53.0	54.6	60.1	62.5
44. Playing with pets.	27.6	25.4	22.0	24.3	25.8	10.3	21.7	21.0	26.2	21.7
1. Reading (fiction books, periodicals, and nonfiction).	63.4	62.8	67.6	65.6	74.7	66.1	68.9	51.8	55.7	47.8
5. Watching news and information programs on TV or reading in newspapers and news/magazines.	49.1	44.3	46.9	51.6	46.5	42.6	52.5	38.6	41.8	45.1
43. Do-it-yourself activities or hobbies.	56.4	61.8	55.8	54.9	68.8	52.4	63.1	46.4	57.1	61.7
45. Sitting and thinking--day-dreaming.	17.2	18.5	16.1	23.7	19.1	17.8	14.9	12.5	15.2	11.3
38. Charity, volunteer, social service, or political organization activities.	32.6	43.7	32.7	32.9	34.2	19.1	29.4	26.0	19.9	33.9
39. Fraternal organization or club activities.	12.3	15.6	13.8	16.4	9.3	7.7	18.1	7.2	12.7	21.4
Weighted sample percentages	6.8	6.7	15.0	9.5	6.6	4.2	14.8	11.8	14.2	10.4

In TABLE 2.26 we saw current participation patterns in which individuals from smaller towns and rural areas were less likely to participate in eight different arts related activities. These were primarily activities involving attendance at a concert or performance of some type. One of the inferences drawn was that the lower attendance could be related to lower availability. TABLE 3.26 has a very similar pattern on the question of desire to increase participation. Going to symphonies, operas, jazz concerts, ballets, folk dance performances, attending the theater, and going to art exhibits are all activities which people in larger communities are more likely to want to increase than people in smaller or rural communities. If experience (historical participation pattern) is an important factor in the desire to increase participation, these findings fit expectations. People in smaller communities just do not have the same interest in those types of arts-related activities. Whether the lesser interest is a function of no previous experience or a proces of self selection (if they were interested in these things they wouldn't live in these kinds of communities) is not determinable from available data. These data also highlight the absence of strong pressure from these areas for an increase in the availability of this type of arts related activity, i.e., individuals from small towns and rural areas seem less likely to care about the availability of these acitvities.

There are several activities for which demand is somewhat higher in the smaller towns and rural areas. These include going to choral concerts, singing in a group, watching regular TV programs, playing with children, and going to church. The focus of these activities is religious, family, and home oriented, and thus perhaps meets some of our traditional expectations about the nature of rural or small town leisure activities.

On a more general plane, the most noticeable pattern in TABLE 3.26 is the point at which the most distinct differences occur across community size groups. For six of the 14 activities where significant differences occur, the grouping is between rural (farm and not farming), on the one hand, and all others on the other hand. By adding very small towns and suburbs of middle-sized cities, the remainder are accounted for. Thus, generally differences occur between the smallest communities and all others with an occasional grouping of suburbs with the smaller communities. There is little difference between large cities and middle-sized cities (down to 10,000 people) in terms of level of demand for increased participation in both arts related and non-arts activities.

TABLE 3.27 presents the results for those with a strong desire to increase participation. The pattern observed in the previous table is only very faintly replicated. While some of the same differences between very small and larger communities are still visible, for going to ballets or the theater, for example, most of the others are either much less pronounced or not visible at all. Differences which do occur seem more random and are very difficult to explain in terms

TABLE 3.27
Percent With Strong Desire to Increase Participation By Community Size

		Community Size Groups									
		more than 1000000	500000-999999	100000-499999	50000-99999	suburb 500000 or more	suburb 100000- or more	10000-49999	2500-9999	rural farm	rural not farming
17.	Going to symphony or chamber concerts.	6.1	4.3	3.0	3.0	0.7	4.1	7.2	2.5	2.3	2.3
18.	Going to an opera.	2.8	5.4	2.2	4.3	1.6	0.4	6.3	0.3	1.6	1.8
13.	Going to choral concerts.	1.3	7.7	3.8	10.8	5.7	0.0	8.1	2.2	5.4	8.4
25.	Singing in or playing for a chorus, choir, or other singing group.	3.9	15.0	3.6	3.9	7.7	0.0	5.9	3.1	7.7	7.7
14.	Going to jazz concerts.	2.3	10.0	1.0	3.3	1.1	0.4	4.2	3.1	1.6	1.4
16.	Going to folk/ethnic concerts or festivals.	4.0	5.4	0.9	1.4	4.2	0.8	2.1	2.6	2.3	3.2
24.	Playing an instrument in a group or for your own entertainment or taking music lessons.	13.0	17.4	11.2	13.7	9.7	6.5	10.8	8.3	3.4	10.8
10.	Painting, drawing, making sculpture, doing graphic art, taking photographs (as art) or making films yourself.	15.1	8.7	5.9	12.2	8.6	5.3	6.3	6.7	9.2	8.2
11.	Doing crafts.	15.0	10.1	12.0	12.9	8.7	10.0	11.9	7.7	12.4	14.9
12.	Taking art classes in painting, sculpture, graphics, film, or crafts.	11.5	3.8	5.0	12.6	6.0	5.0	5.3	2.9	5.8	5.5
30.	Going to a ballet or modern dance performance.	3.6	5.8	0.4	4.5	3.0	1.6	5.1	1.6	1.5	1.5
31.	Going to a folk dancing performance.	0.3	1.7	0.5	0.3	2.4	2.6	3.4	0.5	0.5	3.1
26.	Going to theater performances.	5.9	6.5	6.3	9.3	13.7	8.3	7.4	7.6	3.1	5.1
27.	Acting in plays or musicals, performing in a dance group, taking lessons in either, or providing behind the scene support.	2.4	9.5	4.4	4.7	4.9	4.3	4.0	1.5	4.6	3.5
2.	Writing novels, stories, plays, or poetry, or taking classes in writing.	10.4	4.0	5.0	7.1	0.5	2.2	5.6	3.3	3.2	1.5
7.	Visiting painting, graphic arts, photography or sculpture exhibits.	5.2	4.5	0.6	4.9	6.5	0.4	6.3	4.0	3.2	1.6
8.	Visiting craft exhibits.	0.6	4.2	3.9	5.6	3.0	1.4	4.6	3.5	7.4	10.1
9.	Touring buildings, etc. for design or historic value or visiting history, science or technical museums.	0.9	7.8	2.9	7.7	7.5	3.2	7.6	7.6	7.6	6.5

TABLE 3.27 Continued

		Community Size Groups									
		more than 1000000	500000-999999	100000-499999	50000-99999	suburb 500000 or more	suburb 100000-or more	10000-49999	2500-9999	rural farm	rural not farming
20.	Listening on radio or watching on TV classical music, opera, or dancing.	2.3	4.1	1.7	2.0	2.8	1.0	4.5	4.5	2.9	0.0
23.	Watching performances of jazz on TV or listening on the radio.	0.0	1.7	1.0	2.7	0.0	1.8	4.5	2.4	1.1	1.0
29.	Listening to radio broadcasts, your own recordings or watching TV productions of plays or poetry.	2.1	2.2	0.9	3.6	1.2	1.8	4.2	3.2	0.5	1.6
3.	Taking classes or attending lectures on art history, literature, etc., or belonging to a literature club.	4.0	2.7	1.3	2.7	0.0	0.0	5.2	1.0	1.6	4.0
4.	Watching regular TV programs day and night except sports and news.	2.0	5.9	0.5	4.6	2.9	1.8	0.5	2.1	1.7	1.6
21.	Listening to radio broadcasts of all other music.	1.5	2.5	3.9	7.4	7.1	0.4	6.8	4.8	8.6	3.2
22.	Listening to recordings.	4.5	5.8	6.5	9.1	8.6	2.9	6.8	7.4	6.1	1.5
15.	Going to rock or country and western or rhythm and blues concerts.	7.9	13.3	7.3	9.0	14.7	4.1	12.1	7.2	9.8	7.1
19.	Going to fairs and carnivals.	1.5	7.3	3.8	3.5	4.5	0.0	1.8	2.9	8.3	6.0
28.	Going to the movies.	9.9	17.2	12.2	13.8	11.6	4.9	8.9	13.0	11.7	13.3
6.	Watching sports on TV or listening on radio.	2.9	3.7	3.4	9.2	6.1	3.0	4.6	3.7	5.8	6.1
32.	Going to watch sports in person.	11.8	18.7	5.8	7.8	14.0	9.4	10.0	10.4	9.6	6.8
35.	Playing competitive sports.	4.0	11.1	5.2	7.8	5.6	5.6	6.8	3.2	4.4	5.6
37.	Jogging, weight lifting or other exercise program.	15.3	24.0	9.5	13.6	13.1	4.5	13.7	8.6	5.0	5.1
33.	Camping, hiking, back-packing, hunting, fishing, etc.	35.8	27.1	23.0	20.4	24.0	16.5	18.9	19.5	27.2	19.7
40.	Picnicing, visits to parks, zoos, nature walks, or driving a car for pleasure.	8.3	13.8	10.3	15.0	13.8	6.1	8.9	10.0	13.1	11.6

TABLE 3.27 Continued

	Community Size Groups									
	more than 1000000	500000-999999	100000-499999	50000-99999	suburb 500000 or more	suburb 100000- or more	10000-49999	2500-9999	rural farm	rural not farming
42. Playing with your children.	15.0	19.8	8.4	23.1	15.2	15.3	15.0	14.4	23.5	22.1
36. Playing indoor activities or games with friends and/or family.	3.8	11.0	4.7	4.1	3.5	1.9	6.2	2.8	6.9	4.7
41. Visiting with friends or family members, writing letters, talking to friends on the phone, etc.	11.5	11.7	12.1	16.7	15.4	2.1	11.0	8.4	15.8	15.3
34. Going to church or doing other church-related activities.	13.8	14.7	9.7	17.4	11.8	13.5	17.0	11.2	17.4	15.9
44. Playing with pets.	4.3	3.5	3.2	4.2	2.5	0.4	2.1	3.5	4.0	1.5
1. Reading (fiction books, periodicals, and nonfiction).	24.1	17.2	20.2	18.3	18.0	17.3	14.8	12.3	7.1	9.2
5. Watching news and information programs on TV or reading in newspapers and news/magazines.	7.9	3.0	5.7	10.8	6.3	0.4	7.3	5.5	6.6	6.1
43. Do-it-yourself activities or hobbies.	11.5	17.9	13.3	15.8	8.9	11.8	12.7	13.0	17.6	14.0
45. Sitting and thinking—day-dreaming.	0.5	2.8	1.3	3.9	2.6	0.4	2.7	0.2	1.3	3.6
38. Charity, volunteer, social service, or political organization activities.	2.0	3.9	3.3	2.8	3.9	1.6	6.3	5.7	2.6	4.8
39. Fraternal organization or club activities.	0.6	0.5	0.8	3.3	0.2	2.2	1.9	0.2	2.8	2.3
Weighted sample percentages	6.8	6.7	15.0	9.5	6.6	4.2	14.8	11.8	14.2	10.4

of community size variations. On the level of strong desire to increase participation, then, there seems to be little systematic difference attributable to community size (for either arts or non-arts activities).

Of three socio-economic status variables included in this analysis, education, income and occupation, one (education) stands out as the best overall predictor of both desire to increase participation and current participation. A description of these three variables will constitute the next part of the analysis of desire to increase participation.

For 13 of 22 arts related activities the general pattern shows that increasing education is positively associated with the proportion of individuals desiring to increase participation levels (TABLE 3.28). The 13 activities include nine passive and four active leisure pursuits and tend to be concentrated in the performing arts. Ph.D. holders, who are a small proportion of the total group, provide the major exceptions to the general pattern. The specific activities which give substance ot this pattern are almost entirely the same as those for which differences were found in the analysis of current participation. Given the strong relationship between current participation and desire to increase participation in individual activities, these results suggest that, across education groups, the pattern of change; i.e., increased participation, will remain roughly the same. One would not predict, based on these results, that those with less education would increase their relative share of participation in particular activities. Having provided this interpretation, we

TABLE 3.28

Percent Who Desire to Increase Participation for Each Education Group

		to 8th grade	9-11 grade	HS grad	some col.	grad 4 yr col.	post grad	PhD
17.	Going to symphony or chamber concerts.	10.2	11.5	13.8	31.1	34.2	46.6	34.4
18.	Going to an opera.	9.7	10.8	8.2	21.4	26.6	31.2	29.2
13.	Going to choral concerts.	26.3	29.7	33.7	28.8	30.2	28.7	9.0
25.	Singing in or playing for a chorus, choir, or other singing group.	11.5	30.2	21.6	21.0	23.7	11.3	15.9
14.	Going to jazz concerts.	7.5	11.6	15.3	24.9	22.9	27.5	29.6
16.	Going to folk/ethnic concerts or festivals.	11.8	19.2	18.3	26.4	28.6	34.0	35.8
24.	Playing an instrument in a group or for your own entertainment or taking music lessons.	8.8	20.3	27.5	44.0	41.0	36.8	38.2
10.	Painting, drawing, making sculpture, doing graphic art, taking photographs (as art) or making films yourself.	21.8	36.1	32.4	34.6	40.1	41.0	55.4
11.	Doing crafts.	20.4	49.1	47.2	51.2	44.8	48.7	23.1
12.	Taking art classes in painting, sculpture, graphics, film, or crafts.	14.6	24.9	22.3	31.7	39.8	36.4	12.4
30.	Going to a ballet or modern dance performance.	12.3	12.7	12.0	24.3	27.1	38.4	20.6
31.	Going to a folk dancing performance.	16.0	11.5	16.5	22.8	28.1	37.4	17.7
26.	Going to theater performance.	18.3	31.3	32.2	47.7	55.1	67.9	54.5
27.	Acting in plays or musicals, performing in a dance group, taking lessons in either, or providing behind the scene support.	5.6	16.1	11.1	17.0	24.7	16.1	32.8
2.	Writing novels, stories, plays, or poetry, or taking classes in writing.	13.2	17.2	13.1	23.2	29.3	18.9	19.7
7.	Visiting painting, graphic arts, photography or sculpture exhibits.	15.4	29.7	27.2	47.5	50.5	52.0	62.7
8.	Visiting craft exhibits.	19.1	42.2	41.1	42.0	41.6	40.6	23.8
9.	Touring buildings, etc. for design or historic value or visiting history, science or technical museums.	30.8	27.9	44.0	54.9	53.5	50.2	61.5
20.	Listening on radio or watching on TV classical music, opera, or dancing.	17.3	24.2	21.1	22.0	28.1	32.1	9.5
23.	Watching performances of jazz on TV or listening on the radio.	14.4	16.5	15.5	19.7	15.3	19.5	21.1
29.	Listening to radio broadcasts, your own recordings or watching TV productions of plays or poetry.	16.2	20.2	17.9	27.9	28.1	36.8	43.5
3.	Taking classes or attending lectures on art history, literature, etc., or belonging to a literature club.	8.4	18.7	15.8	26.3	33.5	27.9	59.3

TABLE 3.28

		to 8th grade	9-11 grade	HS grad	some col.	grad 4 yr col.	post grad	PhD
4.	Watching regular TV programs day and night except sports and news.	31.1	42.1	24.1	22.0	16.9	13.3	3.8
21.	Listening to radio broadcasts of all other music.	25.4	40.6	37.1	31.2	25.8	19.6	28.7
22.	Listening to recordings.	26.3	42.4	40.4	44.9	45.5	44.3	42.3
15.	Going to rock or country and western or rhythm and blues concerts.	21.4	38.8	45.7	40.7	37.8	40.2	14.5
19.	Going to fairs and carnivals.	30.2	51.6	42.1	38.2	41.3	32.4	13.6
28.	Going to the movies.	36.5	58.3	57.8	61.4	57.2	60.0	57.5
6.	Watching sports on TV or listening on radio.	14.0	29.5	24.9	28.2	20.1	17.4	19.5
32.	Going to watch sports in person.	27.5	44.7	51.8	49.1	47.9	60.2	57.0
35.	Playing competitive sports.	10.3	19.0	24.2	31.6	28.4	33.0	36.0
37.	Jogging, weight lifting or other exercise programs.	26.0	39.6	41.0	51.3	59.0	53.2	57.9
33.	Camping, hiking, back-packing, hunting, fishing, etc.	39.4	54.9	62.3	70.4	69.1	70.1	79.6
40.	Picnicing, visits to parks, zoos, nature walks, or driving a car for pleasure.	45.6	66.9	65.4	65.2	60.9	59.1	47.5
42.	Playing with your children.	35.5	43.6	42.3	36.4	31.5	25.7	38.2
36.	Playing indoor activities or games with friends and/or family.	16.9	42.9	45.9	48.5	48.5	50.4	49.8
41.	Visiting with friends or family members, writing letters, talking to friends on the phone, etc.	46.3	61.3	57.8	53.7	53.9	57.4	59.9
34.	Going to church or doing other church-related activities.	47.4	59.2	55.2	50.8	51.5	30.0	14.0
44.	Playing with pets.	18.8	28.5	22.0	25.8	17.9	24.1	9.0
1.	Reading (fiction books, periodicals, and nonfiction).	40.2	52.4	60.0	69.3	77.0	74.4	72.9
5.	Watching news and information programs on TV or reading in newspapers and news/magazines.	36.2	50.8	44.7	48.5	49.7	45.8	36.2
43.	Do-it-yourself activities or hobbies.	33.8	55.5	59.1	61.2	64.1	69.1	39.6
45.	Sitting and thinking—day-dreaming.	12.5	16.9	14.9	21.9	13.4	13.1	7.3
38.	Charity, volunteer, social service, or political organization activities.	9.6	32.7	30.7	33.8	28.2	32.2	31.0
39.	Fraternal organization or club activities.	9.0	17.0	11.9	18.3	12.9	12.7	0.0
	Weighted sample percentages	7.2	15.1	40.8	19.7	9.1	7.3	9.9

feel obligated to offer two qualifications. First these projections are based on cross-sectional data and self report historical participation levels. Second, the interpretation is based on general desire to increase participation elvels. Our discussion of the next table will focus on those with a strong desire.

There are seven non-arts activities which have identifiable trends across the education level groups. Two of these, watching regular television and going to church, have a decrease in the proportion desiring to increase participation as education increases. The remaining five playing competitive sports, jogging, etc., camping, etc., reading, and do-it-yourself activities, have the same positive relationship that existed for the arts related activities. It is perhaps interesting that among those activities where a positive relationship exists are three active sports and outdoor related pursuits. In contrast, there is little education associated difference in the desire to increase participation in passive sports activities.

TABLE 3.29 provides an education level breakdown in terms of strong desire to increase participation. As with the previous analysis of demographic variables, patterns which are strong for general desire are somewhat weaker when considered in terms of strong desire. For example, only seven arts related activities have a definite relationship with education level, going to symphony concerts, going to choral concerts, going to jazz concerts, playing an instrument, taking art classes, going to the theater and writing. One of these, going to choral concerts, is a negative relationship, i.e., the greater the amount of education, the lower is the proportion who have a strong desire to increase participation. The remaining six, with positive relationships, are not concentrated in the performing arts as was previously the case. The results of this TABLE suggest an alternative interpretation to that offered above. Several aspects of the previous analyses are involved. First, education level is the best socio-economic predictor of current participation levels. Second, historical participation is the best overall predictor of current participation. Third, previous participation (historical and current) is the best predictor of the desire to increase participation levels. Combining these factors would lead to a confirmation of the results of TABLE 3.28, i.e., that desire to increase participation for a majority of arts related activities should be positively related to education level. The results of TABLE 3.29 suggest something different. For those with a strong desire to increase participation levels, the historical and current patterns seem to be somewhat less relevant or at least relevant in fewer instances. This finding would suggest a possible change in the patterns which would subsequently put more individuals in lower education groups into activities that were more exclusively the domain of higher education groups in the past. This logic is based on a choice of predictors which affords more weight to the strong desire response than to the general desire response. That is, we assume the strong desire choice is a better indicator of future behavioral intent than the general desire. As indicated previously, there is no current evidence which makes this assumption necessarily true.

TABLE 3.29

Percent With Strong Desire to Increase Participation By Education Group

		to 8th	8+ not grad HS	grad HS	some college	grad 4 year college	post grad	PhD
17.	Going to symphony or chamber concerts.	3.5	3.6	1.2	4.1	5.9	9.4	12.7
18.	Going to an opera.	4.7	3.8	0.8	3.5	3.9	3.9	5.9
13.	Going to choral concerts.	8.8	11.1	5.5	3.5	4.4	3.3	0.0
25.	Singing in or playing for a chorus, choir, or other singing group.	11.5	30.2	21.6	21.0	23.7	11.3	15.9
14.	Going to jazz concerts.	2.2	2.3	2.0	3.0	3.3	6.0	4.5
16.	Going to folk/ethnic concerts or festivals.	2.2	4.1	2.1	2.1	2.9	2.8	0.0
24.	Playing an instrument in a group or for your own entertainment or taking music lessons.	4.4	9.0	10.0	13.9	12.1	14.3	17.7
10.	Painting, drawing, making sculpture, doing graphic art, taking photographs (as art) or making films yourself.	2.1	9.0	7.6	9.9	10.6	9.6	15.1
11.	Doing crafts.	4.7	16.6	11.1	12.8	12.8	11.5	7.7
12.	Taking art classes in painting, sculpture, graphics, film, or crafts.	0.0	6.5	4.4	9.1	8.8	10.7	4.1
30.	Going to a ballet or modern dance performance.	5.6	2.3	2.3	2.4	2.2	5.2	1.8
31.	Going to a folk dancing performance.	3.1	0.9	1.2	1.2	2.5	1.8	0.0
26.	Going to theater performance.	5.6	5.4	6.4	7.3	9.8	13.0	15.1
27.	Acting in plays or musicals, performing in a dance group, taking lessons in either, or providing behind the scene support.	4.4	6.0	4.2	3.9	6.4	1.7	4.1
2.	Writing novels, stories, plays, or poetry, or taking classes in writing.	3.5	3.3	2.9	6.6	7.9	4.3	10.8
7.	Visiting painting, graphic arts, photography or sculpture exhibits.	1.3	6.3	2.7	3.4	6.6	6.3	0.0
8.	Visiting craft exhibits.	4.3	8.5	5.5	3.3	3.8	3.5	5.6
9.	Touring buildings, etc. for design or historic value or visiting history, science or technical museums.	9.7	8.5	5.1	5.3	10.4	4.1	5.6
20.	Listening on radio or watching on TV classical music, opera, or dancing.	5.6	3.1	2.6	1.0	3.9	2.3	2.2
23.	Watching performances of jazz on TV or listening on the radio.	2.2	0.0	2.6	0.9	1.6	1.2	10.0
29.	Listening to radio broadcasts, your own recordings or watching TV productions of plays or poetry.	3.5	5.7	1.1	2.3	1.2	2.0	0.0
3.	Taking classes or attending lectures on art history, literature, etc., or belonging to a literature club.	2.6	2.4	1.7	4.4	2.9	2.9	10.4

TABLE 3.29 Continued

		to 8th	8+ not grad HS	grad HS	some college	grad 4 year college	post grad	PhD
4.	Watching regular TV programs day and night except sports and news.	2.2	4.1	1.9	2.6	1.0	0.7	0.0
21.	Listening to radio broadcasts of all other music.	3.1	12.1	5.0	3.3	2.5	1.7	0.0
22.	Listening to recordings.	6.2	6.6	5.0	8.6	3.1	7.9	2.2
15.	Going to rock or country and western or rhythm and blues concerts.	7.9	12.9	9.6	7.7	3.6	7.0	0.0
19.	Going to fairs and carnivals.	3.9	9.8	3.7	3.1	2.7	2.8	0.0
28.	Going to the movies.	4.7	18.0	12.4	10.1	9.1	11.3	20.3
6.	Watching sports on TV or listening on radio.	0.4	5.3	6.4	5.2	5.8	2.1	0.0
32.	Going to watch sports in person.	3.1	7.8	10.9	10.9	11.2	12.8	0.0
35.	Playing competitive sports.	0.0	3.8	4.9	7.8	8.6	12.0	2.5
37.	Jogging, weight lifting or other exercise program.	4.6	8.2	9.3	13.8	16.9	14.1	32.1
33.	Camping, hiking, back-packing, hunting, fishing, etc.	18.2	21.3	19.3	25.5	31.9	29.6	26.5
40.	Picnicing, visits to parks, zoos, nature walks, or driving a car for pleasure.	10.5	14.9	12.2	10.2	6.5	10.8	0.0
42.	Playing with your children.	11.7	20.7	18.7	14.4	16.3	12.0	9.3
36.	Playing indoor activities or games with friends and/or family.	0.9	6.3	6.1	4.3	2.3	5.7	2.5
41.	Visiting with friends or family members, writing letters, talking to friends on the phone, etc.	9.2	13.7	14.7	8.5	9.4	11.0	0.0
34.	Going to church or doing other church-related activities.	7.2	20.2	16.0	12.8	12.1	4.9	2.2
44.	Playing with pets.	1.2	5.0	3.3	3.9	0.5	4.1	0.0
1.	Reading (fiction books, periodicals, and nonfiction).	5.7	7.5	12.5	20.9	23.3	25.0	42.8
5.	Watching news and information programs on TV or reading in newspapers and news/magazines.	6.4	5.8	4.9	8.5	7.8	8.6	0.0
43.	Do-it-yourself activities or hobbies.	7.4	14.6	15.2	13.8	16.7	18.3	1.8
45.	Sitting and thinking—day-dreaming.	4.4	1.6	1.0	5.2	1.7	0.0	0.0
38.	Charity, volunteer, social service, or political organization activities.	4.0	5.2	5.0	3.1	0.8	3.2	0.0
39.	Fraternal organization or club activities.	1.8	2.3	1.3	2.1	1.3	1.3	0.0
	Weighted sample percentages	7.2	15.1	40.8	19.7	9.1	7.3	0.9

Among non-arts activities the tendency for higher education groups to support sports/outdoor activities remains. So does the finding for reading. Otherwise there is little difference in the proportions having a desire for increased participation across education groups. This outcome is inconsistent with current behavior where there are a number of activities whose participation level has a linear relationship across education levels. Following the logic used in the arts activity analysis, this would suggest potential changes in the educational mix of participants in the relevant activities (those where the strong desire for increasing demand does not follow current behavior).

The relationship of income to desire for increased participation is, if anything, more complex than education level. TABLE 3.30. shows the proportion in each income group who desire an increase in participation for each activity. There are perhaps seven arts related activities where income seems to be a factor in the desire for increased participation, those in higher income groups are more likely to desire to increase going to symphonies, operas, ballets, folk dancing performances, the theater, and visiting art exhibits and/or less likely to desire to increasing going to choral concerts. For some of these activities it may be argued that increased income can be seen as a reason to want to increase activity - a kind of social desirability or status need may explain the desire for increases. On the other hand, the general absence of overall associations between the desire to increase participation and income level suggest that there may be little real effect of income on this set of choices. The desire to increase participation seems not to be dependent on any amount of money, but simply on preferences, however they may be developed. Thus, the absence of association between desire to increase participation and income might not be very surprising. Those relationships which do exist may be as attributable to common correlates, like education level, as to the independent impact of income itself. However, if historical participation pattern has some causal effect, as in the development of a habit, then an earlier ability to pay may have helped create the habit which current income supports. Attending performing arts activities and going to watch sports events suggest this kind of relationship.

The examination of income groups with strong desire to increase participation does little to explicate the nature of the relationship. As in previous instances, there are even fewer linear relationships for strong desire than there were for general desire. Those which do exist, like the inverse relationships between income and attending choral and jazz concerts, listening to popular music on the radio, going to popular music concerts, and going to the movies, suggest other factors are playing a more dominant role than income in selecting activities to increase (TABLE 3.31).

Occupation is related to a slight degree to both income and education level. This suggests certain kinds of patterns may be expected in the results of the occupation by desire to increase participation cross tabulation (TABLE 3.32). However, there is no strict hierarchy of occupations. White collar workers are generally better educated, but a significant number of farmers, housewives and retired persons

TABLE 3.30

Percent Who Desire to Increase Participation for Each Income Group

		to 5000	5001-8000	8001-10000	10001-12000	12001-15000	15001-20000	20001-30000	over 30001
17.	Going to symphony or chamber concerts.	19.9	14.7	19.5	14.4	19.8	18.1	29.7	35.0
18.	Going to an opera.	15.3	13.4	10.0	9.2	15.0	11.9	16.4	26.3
13.	Going to choral concerts.	39.8	37.1	34.2	34.2	34.1	32.0	29.2	21.5
25.	Singing in or playing for a chorus, choir, or other singing group.	30.5	24.2	20.1	23.5	20.5	19.5	21.1	15.5
14.	Going to jazz concerts.	16.3	24.2	19.9	10.3	19.3	16.6	22.2	24.0
16.	Going to folk/ethnic concerts or festivals.	27.1	20.2	18.5	21.3	25.8	18.3	23.3	25.8
24.	Playing an instrument in a group or for your own entertainment or taking music lessons.	30.5	28.0	31.9	28.6	30.9	28.7	37.8	31.7
10.	Painting, drawing, making sculpture, doing graphic art, taking photographs (as art) or making films yourself.	34.7	38.4	44.2	25.8	37.7	32.4	37.2	30.4
11.	Doing crafts.	43.3	45.6	57.3	45.6	47.9	47.3	50.8	40.5
12.	Taking art classes in painting, sculpture, graphics, film, or crafts.	23.3	26.5	33.0	24.2	29.9	23.5	31.8	26.8
30.	Going to a ballet or modern dance performance.	15.0	20.2	16.9	15.7	16.1	14.0	21.0	28.5
31.	Going to a folk dancing performance.	18.4	18.0	18.0	17.0	19.8	20.0	26.2	26.0
26.	Going to theater performance.	30.2	32.1	41.3	37.5	32.0	41.5	45.1	54.3
27.	Acting in plays or musicals, performing in a dance group, taking lessons in either, or providing behind the scene support.	18.7	14.0	17.9	12.8	11.4	13.3	17.5	11.9
2.	Writing novels, stories, plays, or poetry, or taking classes in writing.	24.8	14.3	25.2	14.9	15.4	13.7	11.4	25.0
7.	Visiting painting, graphic arts, photography or sculpture exhibits.	27.2	32.4	39.4	31.3	31.8	36.3	42.0	43.1
8.	Visiting craft exhibits.	40.2	37.3	50.9	34.0	38.7	39.2	40.6	38.2
9.	Touring buildings, etc. for design or historic value or visiting history, science or technical museums.	40.3	41.8	47.8	41.0	46.6	49.8	53.0	47.8
20.	Listening on radio or watching on TV classical music, opera, or dancing.	32.3	21.2	30.2	19.6	23.0	17.6	17.3	23.9
23.	Watching performances of jazz on TV or listening on the radio.	14.6	28.2	22.2	11.4	15.6	12.0	19.9	15.9
29.	Listening to radio broadcasts, your own recordings or watching TV productions of plays or poetry.	23.3	22.4	22.3	19.1	17.3	23.7	26.4	25.3
3.	Taking classes or attending lectures on art history, literature, etc., or belonging to a literature club.	23.0	18.1	22.5	16.5	20.3	17.2	19.9	28.8

TABLE 3.30 Continued

		to 5000	5001-8000	8001-10000	10001-12000	12001-15000	15001-20000	20001-30000	over 30000
4.	Watching regular TV programs day and night except sports and news.	31.8	31.2	36.0	22.4	27.4	24.7	13.3	16.4
21.	Listening to radio broadcasts of all other music.	34.0	36.3	43.3	34.1	38.7	30.8	31.1	24.5
22.	Listening to recordings.	41.2	45.4	50.9	42.3	42.1	35.7	39.4	41.0
15.	Going to rock or country and western or rhythm and blues concerts.	38.5	32.0	43.8	36.6	55.6	43.9	48.7	34.5
19.	Going to fairs and carnivals.	48.1	46.7	48.7	31.8	48.6	38.8	39.9	22.4
28.	Going to the movies.	46.8	54.2	62.5	53.7	60.3	62.6	61.6	52.4
6.	Watching sports on TV or listening on radio.	25.9	25.7	23.7	26.2	29.6	21.9	21.6	21.9
32.	Going to watch sports in person.	39.2	41.2	48.8	48.1	53.5	54.4	57.3	48.7
35.	Playing competitive sports.	23.7	23.3	26.5	27.4	26.5	23.9	31.4	19.9
37.	Jogging, weight lifting or other exercise program.	32.2	39.2	47.4	49.9	45.4	46.1	55.2	47.6
33.	Camping, hiking, back-packing, hunting, fishing, etc.	53.3	51.7	65.0	61.0	73.6	65.4	73.3	63.0
40.	Picnicing, visits to parks, zoos, nature walks, or driving a car for pleasure.	62.4	63.2	68.3	66.3	66.7	66.8	61.5	51.7
42.	Playing with your children.	30.2	39.0	39.8	32.9	47.2	43.6	44.2	34.4
36.	Playing indoor activities or games with friends and/or family.	41.1	38.4	49.9	42.5	46.5	49.1	50.0	45.0
41.	Visiting with friends or family members, writing letters, talking to friends on the phone, etc.	57.3	55.6	59.2	53.6	59.1	60.2	55.3	49.6
34.	Going to church or doing other church-related activities.	60.4	58.8	49.9	48.7	52.5	53.3	44.8	44.6
44.	Playing with pets.	30.3	21.5	24.9	20.0	28.3	17.8	23.0	19.1
1.	Reading (fiction books, periodicals, and nonfiction).	55.5	54.6	63.7	59.6	66.1	63.0	66.8	74.6
5.	Watching news and information programs on TV or reading in newspapers and news/magazines.	45.5	47.7	49.0	47.8	50.0	38.4	50.4	45.0
43.	Do-it-yourself activities or hobbies.	58.2	51.4	66.2	57.3	61.2	59.9	60.0	56.6
45.	Sitting and thinking—day-dreaming.	20.0	20.6	19.9	12.4	15.0	10.3	15.7	19.7
38.	Charity, volunteer, social service, or political organization activities.	36.6	29.1	28.3	28.6	31.5	26.7	27.8	33.1
39.	Fraternal organization or club activities.	17.7	15.9	13.4	12.1	17.8	10.0	11.9	17.1
	Weighted sample percentages	15.1	13.2	9.8	8.7	12.1	17.3	11.8	12.1

TABLE 3.31

Percent With Strong Desire to Increase Participation By Income Group

		to 5000	5001-8000	8001-10000	10001-12000	12001-15000	15001-20000	20001-30000	over 30001
17.	Going to symphony or chamber concerts.	5.0	2.9	0.0	2.8	3.5	2.3	3.7	5.2
18.	Going to an opera.	5.4	4.1	0.0	0.6	0.4	2.2	1.8	5.9
13.	Going to choral concerts.	8.9	10.5	4.7	4.4	5.7	4.7	2.9	3.9
25.	Singing in or playing for a chorus, choir, or other singing group.	11.8	3.4	7.8	4.5	4.8	3.9	5.1	3.5
14.	Going to jazz concerts.	3.4	6.4	1.7	1.0	2.5	1.9	1.8	1.6
16.	Going to folk/ethnic concerts or festivals.	3.3	6.3	0.9	2.6	4.7	1.6	0.6	1.0
24.	Playing an instrument in a group or for your own entertainment or taking music lessons.	15.2	7.1	16.6	8.4	14.0	6.7	11.5	9.8
10.	Painting, drawing, making sculpture, doing graphic art, taking photographs (as art) or making films yourself.	10.6	11.2	11.2	5.7	7.2	6.9	10.0	6.4
11.	Doing crafts.	10.0	20.0	16.2	7.6	15.0	9.7	13.4	5.7
12.	Taking art classes in painting, sculpture, graphics, film, or crafts.	8.1	5.6	5.5	3.5	7.1	6.1	8.6	6.3
30.	Going to a ballet or modern dance performance.	2.8	3.6	1.0	2.1	0.4	3.1	0.6	7.7
31.	Going to a folk dancing performance.	0.8	2.4	0.7	0.2	2.7	1.1	1.3	2.5
26.	Going to theater performance.	5.1	6.0	13.1	5.0	5.5	5.8	8.7	12.1
27.	Acting in plays or musicals, performing in a dance group, taking lessons in either, or providing behind the scene support.	8.5	3.3	7.2	0.9	3.6	2.3	4.5	5.0
2.	Writing novels, stories, plays, or poetry, or taking classes in writing.	8.4	6.2	4.8	4.7	3.0	1.7	1.8	7.2
7.	Visiting painting, graphic arts, photography or sculpture exhibits.	5.2	3.8	5.2	0.9	0.7	5.3	2.5	6.3
8.	Visiting craft exhibits.	7.3	10.0	6.2	1.6	5.3	2.6	4.2	3.2
9.	Touring buildings, etc. for design or historic value or visiting history, science or technical museums.	9.3	5.9	7.7	3.3	7.5	4.3	5.4	7.7
20.	Listening on radio or watching on TV classical music, opera, or dancing.	8.0	4.1	2.6	1.6	2.2	1.5	0.9	2.1
23.	Watching performances of jazz on TV or listening on the radio.	1.8	4.8	2.6	1.3	1.0	1.1	0.2	1.1
29.	Listening to radio broadcasts, your own recordings or watching TV productions of plays or poetry.	3.5	4.1	2.1	1.2	0.1	2.2	1.4	3.6
3.	Taking classes or attending lectures on art history, literature, etc., or belonging to a literature club.	4.2	5.1	4.1	2.6	1.2	1.3	0.9	3.0

TABLE 3.31 Continued

		to 5000	5001-8000	8001-10000	10001-12000	12001-15000	15001-20000	20001-30000	over 30000
4.	Watching regular TV programs day and night except sports and news.	6.8	2.0	3.6	0.8	1.5	1.7	0.5	0.0
21.	Listening to radio broadcasts of all other music.	8.8	9.1	8.8	4.1	6.6	2.5	1.1	2.3
22.	Listening to recordings.	6.6	6.7	12.7	7.4	8.4	3.8	4.5	2.6
15.	Going to rock or country and western or rhythm and blues concerts.	15.5	10.9	10.7	7.8	10.6	6.2	6.0	7.3
19.	Going to fairs and carnivals.	6.6	5.4	9.2	2.6	3.8	2.4	2.5	2.7
28.	Going to the movies.	10.9	14.4	19.0	14.1	12.3	12.2	7.9	6.7
6.	Watching sports on TV or listening on radio.	4.5	2.1	7.6	6.1	9.1	3.8	4.9	4.0
32.	Going to watch sports in person.	8.5	10.0	7.8	12.3	10.7	10.2	10.2	10.2
35.	Playing competitive sports.	3.3	4.1	6.3	6.2	9.3	7.2	7.0	3.4
37.	Jogging, weight lifting or other exercise program.	5.9	9.3	11.2	9.8	15.2	10.6	14.0	14.2
[illegible]	Camping, hiking, back-packing, hunting, fishing, etc.	23.2	16.6	20.8	20.9	30.5	21.6	28.3	22.8
40.	Picnicing, visits to parks, zoos, nature walks, or driving a car for pleasure.	15.1	9.4	13.0	14.9	16.9	10.9	7.1	4.6
42.	Playing with your children.	15.6	17.2	21.1	18.6	16.5	17.4	14.8	16.2
36.	Playing indoor activities or games with friends and/or family.	1.9	8.1	8.8	1.5	5.5	7.8	2.7	3.8
41.	Visiting with friends or family members, writing letters, talking to friends on the phone, etc.	12.4	12.8	14.4	12.4	13.7	15.5	10.6	5.9
34.	Going to church or doing other church-related activities.	17.8	11.3	17.1	13.2	16.7	14.9	8.7	12.6
44.	Playing with pets.	6.0	3.8	4.3	1.4	5.5	1.3	1.4	1.5
1.	Reading (fiction books, periodicals, and nonfiction).	12.7	10.9	18.1	15.3	12.8	15.8	17.4	20.4
5.	Watching news and information programs on TV or reading in newspapers and news/magazines.	8.1	3.6	13.0	4.7	8.9	3.7	6.8	5.7
43.	Do-it-yourself activities or hobbies.	15.3	7.4	26.0	15.5	12.4	15.5	15.2	10.8
45.	Sitting and thinking—day-dreaming.	3.3	2.3	2.2	2.5	3.0	2.0	2.4	0.0
38.	Charity, volunteer, social service, or political organization activities.	6.9	3.6	2.6	3.1	4.0	4.8	3.0	1.9
39.	Fraternal organization or club activities.	4.1	2.4	1.1	0.6	1.7	0.7	0.9	1.0
	Weighted sample percentages	15.5	13.2	9.8	8.7	12.1	17.3	11.8	12.0

may also hold higher degrees.[20] Further, there is little difference on other hierarchical dimensions when comparing blue collar, farm and service workers. Housewives and retired persons also cross most of the other socio-economic and demographic dimensions. Students are a group unto themselves. This crossing and mixing suggests that the results of these analyses will be the best indicator of how to classify occupations in terms of demand to increase participation levels. The only other reliable predictors of occupational group choices seem to be the results of earlier descriptions of current and historical participation.

TABLE 3.32 exhibits the following general characteristics:

(1) Students are almost always the group with the highest proportion who desire an increase in participation. This duplicates the results for current participation levels. Exceptions include attending choral concerts, doing crafts, visiting craft exhibits, watching jazz on TV, and taking art history classes, among the arts related activities, and watching regular TV programs, watching sports on TV, playing with your children, going to church, and watching news on TV or reading newspapers and magazines among non-arts activities. For the crafts activities and choral concerts, housewives are the leading proponents for increasing activity levels, while for watching jazz on TV and taking art history classes, farmers[21] have the largest proportions. Increases in television related activities are most in demand among farmers and blue collar workers.

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[20] See APPENDIX I for a list of specific jobs in each occupation category.

[21] Because of the small subsample of farmers, 15% of the total, data in this category are likely to be somewhat less reliable than data in larger samples.

(2) Farmers, despite relative high interest in increasing participation in choral concerts, singing in a group, touring buildings and museums, watching jazz on TV and taking art history classes, have by far the lowest average demand for increased participation. Retired persons are next lowest and blue collar workers are next.

(3) White collar workers, service workers, and housewives have approximately the same average demand for increased participation in the arts related activities. This level is substantially above that of the farmers, blue collar workers and retired persons, but still well behind students.

(4) For non-arts activities blue collar workers, white collar workers, and farmers have the highest average demand for increases. Service workers and housewives are not far behind this group and very close together. Retired persons have substantially lower average demand.

(5) The ratio of average desire to increase arts related participation to non-arts participation is closest to one for housewives (.705) and farthest from one for farmers (.318). This ratio provides a rough approximation of the relative level of desire for arts and non-arts activities. A value of one would indicate that the desire to increase participation in the two types of activities was about equal.

While there are many significant differences among the occupation categories, these differences do not seem to form obvious patterns across activities. However, it is probably possible for readers to focus on specific groups of substantively or functionally similar activities which may suggest particular narrowly focused activity

TABLE 3.32

Percent Who Desire to Increase Participation
for Each Occupation Group

		white collar	blue collar	farm	service	house-wives	re-tired	students
17.	Going to symphony or chamber concerts.	27.6	6.6	2.1	14.9	19.6	18.6	35.9
18.	Going to an opera.	16.3	6.1	0.0	20.5	14.1	17.4	24.4
13.	Going to choral concerts.	27.0	30.9	34.7	31.0	39.3	34.3	37.5
25.	Singing in or playing for a chorus, choir, or other singing group.	17.6	20.2	39.6	30.5	20.2	14.0	42.6
14.	Going to jazz concerts.	21.9	16.8	2.1	18.5	14.5	8.3	39.7
16.	Going to folk/ethnic concerts or festivals.	23.0	14.8	0.0	20.5	20.1	22.1	35.6
24.	Playing an instrument in a group or for your own entertainment or taking music lessons.	35.3	23.9	17.0	32.7	23.5	13.5	61.8
10.	Painting, drawing, making sculpture, doing graphic art, taking photographs (as art) or making films yourself.	33.3	27.5	14.5	42.1	39.1	23.0	55.7
11.	Doing crafts.	46.7	38.0	22.7	44.1	58.2	30.3	54.4
12.	Taking art classes in painting, sculpture, graphics, film, or crafts.	26.6	22.2	5.1	23.4	29.4	18.5	40.2
30.	Going to a ballet or modern dance performance.	18.2	10.7	0.0	21.6	17.1	10.2	44.8
31.	Going to a folk dancing performance.	22.5	11.5	10.4	20.6	19.5	15.8	31.4
26.	Going to theater performance.	46.4	25.0	1.0	42.1	34.2	26.0	61.4
27.	Acting in plays or musicals, performing in a dance group, taking lessons in either, or providing behind the scene support.	12.4	11.1	10.4	20.9	12.7	6.0	42.9
2.	Writing novels, stories, plays, or poetry, or taking classes in writing.	19.1	15.7	12.5	19.7	12.6	10.6	38.2
7.	Visiting painting, graphic arts, photography or sculpture exhibits.	36.7	27.9	14.5	30.5	37.4	19.3	52.7
8.	Visiting craft exhibits.	34.6	27.7	12.4	47.1	56.3	25.1	48.3
9.	Touring buildings, etc. for design or historic value or visiting history, science or technical museums.	44.5	38.4	44.6	40.4	49.7	35.7	61.8
20.	Listening on radio or watching on TV classical music, opera, or dancing.	23.2	17.8	12.5	16.2	24.1	22.7	26.6
23.	Watching performances of jazz on TV or listening on the radio.	17.4	16.4	31.1	19.6	13.2	9.0	30.6
29.	Listening to radio broadcasts, your own recordings or watching TV productions of plays or poetry.	24.0	14.5	21.9	18.1	23.3	21.8	34.8
3.	Taking classes or attending lectures on art history, literature, etc., or belonging to a literature club.	19.5	14.0	32.1	20.5	23.0	17.7	31.8

TABLE 3.32 Continued

		white collar	blue collar	farm	service	house-wives	re-tired	students
4.	Watching regular TV programs day and night except sports and news.	22.0	36.4	45.0	21.0	19.0	22.3	25.7
21.	Listening to radio broadcasts of all other music.	32.6	39.8	45.3	27.3	29.0	19.0	41.7
22.	Listening to recordings.	42.1	41.8	43.1	39.2	34.3	25.4	59.6
15.	Going to rock or country and western or rhythm and blues concerts.	42.1	50.5	49.2	36.9	36.2	16.0	62.4
19.	Going to fairs and carnivals.	38.4	44.0	43.0	42.4	39.1	27.9	60.1
28.	Going to the movies.	58.1	65.6	32.8	55.2	55.2	27.5	78.1
6.	Watching sports on TV or listening on radio.	24.1	36.6	44.5	22.7	20.5	20.0	33.9
32.	Going to watch sports in person.	53.5	63.7	44.0	48.4	29.7	31.2	64.2
35.	Playing competitive sports.	27.2	34.6	13.9	12.0	10.9	8.1	57.0
37.	Jogging, weight lifting or other exercise program.	48.6	46.3	17.5	38.9	42.7	16.3	66.2
33.	Camping, hiking, back-packing, hunting, fishing, etc.	68.6	67.9	53.8	49.0	52.3	39.6	86.8
40.	Picnicing, visits to parks, zoos, nature walks, or driving a car for pleasure.	66.5	64.6	49.9	59.2	61.6	41.5	72.4
42.	Playing with your children.	38.7	46.9	63.7	42.5	46.0	21.4	8.4
36.	Playing indoor activities or games with friends and/or family.	47.5	45.9	20.6	29.2	42.9	21.1	67.6
41.	Visiting with friends or family members, writing letters, talking to friends on the phone, etc.	56.1	60.5	59.6	46.1	55.8	40.0	70.1
34.	Going to church or doing other church-related activities.	48.6	56.7	57.2	42.9	56.7	49.5	44.6
44.	Playing with pets.	21.9	31.5	16.1	15.4	15.2	19.1	39.1
1.	Reading (fiction books, periodicals, and nonfiction).	68.1	55.0	66.3	65.8	60.6	39.7	74.9
5.	Watching news and information programs on TV or reading in newspapers and news/magazines.	46.3	47.7	72.0	37.4	40.3	40.5	58.3
43.	Do-it-yourself activities or hobbies.	62.0	58.7	34.8	57.9	56.5	45.2	60.6
45.	Sitting and thinking—day-dreaming.	16.5	16.8	33.1	15.7	10.0	9.8	26.9
38.	Charity, volunteer, social service, or political organization activities.	29.9	29.6	10.4	35.8	28.3	21.1	47.6
39.	Fraternal organization or club activities.	13.6	15.2	0.0	19.7	8.7	17.1	25.2
	Weighted sample percentages	36.3	16.5	1.5	5.0	23.5	8.3	8.5

patterns. Our analysis will not focus in that detail.

The percent of each occupation group with a strong desire to increase participation levels is presented in TABLE 3.33. We will again describe the major characteristics of the table rather than try to pinpoint specific differences for particular activities.

(1) Students are the group with the highest percentage of individuals who have a strong desire to increase participation across almost all activities. With the exception of going to theater performances, their highest interest seems to be in active leisure pursuits, such as singing in a group, playing an instrument, painting, doing crafts, taking art classes, and acting.

(2) Retired persons are least likely to have strong desires to increase participation across all activities. They are also somewhat less likely to focus on active pursuits.

(3) Blue collar and service workers also emphasize active pursuits (service workers somewhat more). Service workers are more likely to indicate strong desires than are blue collar or farm workers.

(4) White collar workers are somewhat less likely to focus on one type of leisure activity. Housewives have a similar pattern, although they show most interest in crafts and painting.

There is really no way to adequately summarize the results of the analysis of socio-economic and demographic variables. While education remains, as it was for current participation, the single best predictor (in this instance defined as the variable which showed the most consistent patterns for the largest number of activities), age, sex, race and occupation all seemed to add significantly to our understanding of particular subsets of activities. Probably the most important findings relate to differences between general desire to increase participation and strong desire to increase participation. While the relative position of particular activities remained the same, i.e., the correlation between position on general desire and strong desire was relatively high, there were some important changes. The most universal of these was the likelihood that active arts related pursuits were more likely to be dominant when considering strong desire to increase participation. It was not possible to quantify strong desire, its exact meaning in terms of increased hours of participation or a specific probability that an increase will occur is unknown. But it seems likely that proportions selecting a strong desire to increase participation are the single best indicator of changes in the direction of more participation in the immediate future.[22] The qualifier on the behavioral implication of these figures is the barrier that kept increases from occurring earlier. These barriers will be discussed in the next Chapter.

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[22] This analysis has not included declines in participation which may also be taking place. Some of those not wanting any increase in participation levels may have even wanted to reduce activity levels for certain activities. Thus, any projection of future increases, whether using general desire or strong desire figures, should include some factor for likely decline. This is especially true for activities that are likely to occur only periodically, such as attending performing arts performances.

TABLE 3.33

Percent With Strong Desire to Increase Participation By Occupation Group

		white collar	blue collar	farm	service	house-wives	re-tired	students
17.	Going to symphony or chamber concerts.	4.8	0.0	0.0	1.7	1.8	2.8	7.9
18.	Going to an opera.	2.3	1.8	0.0	0.4	2.1	3.8	6.3
13.	Going to choral concerts.	3.8	4.7	10.4	10.6	7.6	4.4	5.5
25.	Singing in or playing for a chorus, choir, or other singing group.	3.6	6.2	0.0	14.4	5.5	0.2	14.0
14.	Going to jazz concerts.	3.5	3.1	0.0	2.4	0.9	0.0	8.9
16.	Going to folk/ethnic concerts or festivals.	2.7	1.5	0.0	0.0	2.3	1.0	1.7
24.	Playing an instrument in a group or for your own entertainment or taking music lessons.	11.5	9.0	0.0	17.7	7.9	4.9	25.9
10.	Painting, drawing, making sculpture, doing graphic art, taking photographs (as art) or making films yourself.	7.2	5.8	10.4	15.2	10.7	5.0	11.7
11.	Doing crafts.	10.9	8.4	20.7	10.0	18.3	7.4	11.7
12.	Taking art classes in painting, sculpture, graphics, film, or crafts.	6.3	4.8	0.0	5.0	7.6	2.1	14.5
30.	Going to a ballet or modern dance performance.	1.5	0.9	0.0	2.6	2.0	3.3	11.2
31.	Going to a folk dancing performance.	2.0	0.2	0.0	0.0	1.7	0.2	2.1
26.	Going to theater performance.	7.1	1.4	0.0	5.4	7.6	5.2	20.1
27.	Acting in plays or musicals, performing in a dance group, taking lessons in either, or providing behind the scene support.	2.9	2.9	0.0	9.4	4.6	0.0	12.1
2.	Writing novels, stories, plays, or poetry, or taking classes in writing.	3.3	5.8	0.0	7.3	2.9	4.4	8.6
7.	Visiting painting, graphic arts, photography or sculpture exhibits.	3.1	1.6	10.4	6.2	2.7	3.2	9.9
8.	Visiting craft exhibits.	2.7	3.1	10.4	7.7	9.1	4.4	3.3
9.	Touring buildings, etc. for design or historic value or visiting history, science or technical museums.	4.9	2.6	20.7	6.0	8.1	9.0	8.2
20.	Listening on radio or watching on TV classical music, opera, or dancing.	2.4	1.8	0.0	0.3	3.8	4.0	3.7
23.	Watching performances of jazz on TV or listening on the radio.	1.0	1.8	0.0	2.0	2.3	3.3	2.1
29.	Listening to radio broadcasts, your own recordings or watching TV productions of plays or poetry.	1.1	2.1	0.0	0.0	3.1	1.1	5.3
3.	Taking classes or attending lectures on art history, literature, etc., or belonging to a literature club.	1.7	0.7	20.7	4.9	2.2	0.7	5.1

TABLE 3.33 Continued

		white collar	blue collar	farm	service	house-wives	re-tired	students
4.	Watching regular TV programs day and night except sports and news.	1.8	2.1	0.0	0.4	3.0	1.0	0.0
21.	Listening to radio broadcasts of all other music.	3.6	4.6	0.0	4.6	6.8	1.0	10.3
22.	Listening to recordings.	5.3	5.0	0.0	12.0	5.2	1.9	12.8
15.	Going to rock or country and western or rhythm and blues concerts.	8.2	11.4	0.0	6.7	7.9	1.0	19.2
19.	Going to fairs and carnivals.	1.6	5.8	10.4	4.2	5.3	3.2	11.0
28.	Going to the movies.	11.3	9.1	0,0	11.1	15.4	2.5	19.9
6.	Watching sports on TV or listening on radio.	4.4	7.4	18.8	4.8	1.2	7.2	4.8
32.	Going to watch sports in person.	10.0	12.4	18.8	11.8	5.3	7.7	16.4
35.	Playing competitive sports.	7.3	6.1	0.0	4.0	2.8	3.6	13.5
37.	Jogging, weight lifting or other exercise program.	13.4	10.4	0.0	11.1	10.7	0.7	14.5
33.	Camping, hiking, back-packing, hunting, fishing, etc.	25.2	25.2	25.3	15.8	20.9	14.1	32.0
40.	Picnicing, visits to parks, zoos, nature walks, or driving a car for pleasure.	10.2	11.0	0.0	10.8	17.5	7.8	9.5
42.	Playing with your children.	16.9	21.0	24.9	23.7	21.2	8.5	3.6
36.	Playing indoor activities or games with friends and/or family.	5.8	5.0	0.0	5.4	6.2	1.9	4.6
41.	Visiting with friends or family members, writing letters, talking to friends on the phone, etc.	9.9	12.3	18.8	16.7	15.6	9.1	20.4
34.	Going to church or doing other church-related activities.	11.2	18.9	18.8	18.9	17.4	9.4	12.7
44.	Playing with pets.	3.1	3.8	5.8	1.0	2.6	5.0	2.8
1.	Reading (fiction books, periodicals, and nonfiction).	17.3	9.0	10.4	16.8	17.7	5.4	21.2
5.	Watching news and information programs on TV or reading in newspapers and news/magazines.	5.5	4.4	10.4	9.0	7.0	5.7	6.5
43.	Do-it-yourself activities or hobbies.	14.3	12.9	10.4	15.8	20.2	10.1	6.1
45.	Sitting and thinking—day-dreaming.	2.6	1.1	10.4	2.6	0.4	1.9	0.8
38.	Charity, volunteer, social service, or political organization activities.	3.0	1.9	0.0	11.4	4.9	6.1	1.9
39.	Fraternal organization or club activities.	1.3	2.4	0.0	4.5	0.2	1.9	3.7
	Weighted sample percentages	36.3	16.5	1.5	5.2	23.5	8.3	8.5

Summary/Conclusions

The demand for increased participation examined in this Chapter represents a desire to change current participation rates. For the purpose of this analysis, desire to increase participation has been classified in two ways: (1) general desire is defined by the proportion of people indicating any interest in increasing participation; and (2) strong desire is defined by the proportion of people identifying an activity as one of the four or five in which they would most like to increase participation. The distinction, as interpreted here, is between a general level of interest in the activity and a rather intense desire to increase participation levels. The question used in the survey did not address the issue of how much increased participation the individual desired. In order to use either level of expressed desire as an indicator of the actual potential for future participation, it must be assumed that other factors, such as external barriers, do not intervene in the leisure activity participation decisions. Although this assumption is obviously not true, it has been used in the analysis described in this Chapter in order to provide a clearer picture of what people would like to do if other factors were not considered.

The ability of these expressions of desire to predict future behavior is probably best delimited by the relative position of the activity _vis-a-vis_ all other activities; i.e., its ranking. This does not indicate the amount of increased participation to be expected or the number of people who will increase participation, but it describes the amount of increased participation to be expected relative to other activities. Thus, we can expect camping and other outdoor activities to increase much more than going to an opera, with attending a symphony falling somewhere in between. If one were trying to predict the actual number of people who will increase participation the best single indicator is probably the proportion who express a strong desire.[23] Finally, if one wanted to estimate the proportion of individuals with any likelihood for increasing participation it would be possible to use the general desire proportions. The following summary/conclusions should be interpreted in this context.

1. The demand for increased participation in each activity generally follows current participation patterns. Higher proportions of the population want to increase non-arts participation than arts related participation. However, the margin of difference between the two broad types of leisure activity is smaller than for current participation, i.e., the desire to increase arts related activities is stronger than for non-arts activities relative to current participation (but not absolutely).

2. Historical participation level is the best predictor of an expression of desire to increase future participation. While the extent of this relationship varies from activity to activity, the only major exception is watching regular television programs. The pattern applies to both moderate and strong desire to increase participation, but it is somewhat weaker for strong desire.

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[23] Less the proportion who will decrease participation; an unknown number in terms of results available in this study.

3. The structure of desire to increase participation is generally more clear than it was for current participation. Factor analysis results showed groups with greater internal substantive similarity and cluster analysis results had fewer undirected and more focused individuals. The substance of factors, i.e., the activities with the highest loadings, were similar for current participation and desire for increased participation. The pattern of these differences and similarities suggests: (1) that the pattern of current participation only partially reflects the desired participation of most people; and (2) that most people think about leisure activities in a substantively organized way, but that other factors intervene between desired participation and actual participation. Another outcome of the cluster analysis is the identification of a substantial number of arts related clusters. This suggests that people may make finer distinctions among the arts than among other types of leisure activities. However, this conclusion must be tempered because of the methodological problem created by the greater specificity of arts activities in the survey.

4. As was true for the prediction of current participation, education is the single best SES/demographic predictor of differences in the desire to increase participation in arts related activities. Higher education generally means a higher probability of wanting to increase arts related participation levels. The exceptions to this relationship are active music, choral music, and activities consumed on television. Sex, race, occupation, and community size show some relationship to the desire to increase many arts related leisure

activities also. All predictors, however, are not as effective in predicting strong desire to increase participation as they are for the more general desire to increase participation. Intense desire, then, is less well defined than general desire. This means that the prediction of actual increases in future participation is more difficult than the analysis of SES/demographic and historical participation predictors suggests.

In the next Chapter another set of intervening variables, the barriers to increased participation, will be examined.

CHAPTER 4

BARRIERS TO INCREASED PARTICIPATION

The desire to increase participation is not necessarily equivalent to a future action in that area. On the assumption that differences between actual and preferred participation levels are explainable in terms of specific choices or external factors which inhibit increased participation, and that information as to the nature and distribution of such factors is crucial to both the understanding of leisure activity decisions and the development of policy interventions, a specific item addressing reasons for not increasing participation was included in the leisure activity survey.[1] This item was addressed to only those individuals who said they wanted to increase participation levels in that particular activity. Thus, respondents answered for each activity in which they said they would like to increase participation.

Based on previous research on barriers to increased participation and a pretest to the present study, a list of twelve reasons for not increasing participation was developed. These reasons may be divided into two types. The first type is defined in terms of specific factors or barriers which were cited as limiting the respondent's capacity to increase participation in a particular activity. These barriers include: (1) lack of interest among family and/or friends; (2) inconvenience, no way to get there, too far, or unsafe; (3) the quality of the performance or players is not very good; (4) don't like to get dressed up to go out; (5) the facilities are not very good;

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[1] See Column F of the questionnaire, APPENDIX A.

(6) the crowds are too large; (7) don't like the programs that are presented; (8) costs too much; (9) not available in my area; (10) too old or physically handicapped; and (11) because of the children. Most of these barriers are actionable in the sense that certain kinds of policies or programs might be developed to make a variety of leisure activities more accessible through a reduction in the effect of the barrier. Costs could be lowered, security could be increased, programs could be changed, availability could be increased, etc., to change the impact of the barrier.

The second type of reason reflects a more direct choice between what the individual does (current behavior) and a desired level of participation as indicated by the respondent. Because the pretest to this study indicated a substantial proportion of the respondents were likely to use this response, one version was included in the list of reasons for not increasing participation in desired activities. This alternative was "I like doing other things more." A related response, written in by many respondents, was "I don't have the time." In the following analysis these responses have been grouped together because they represent simple preferences of current activities over other activities. They provide no actionable explanation of why the activities, where an increase in activity level was specified, have not been pursued. The distinction between two types of reasons for not increasing participation does not include an assumption that selection of any reason is, in itself, an indicator of greater likelihood of future participation. Thus, lowered costs may be no more likely to precipitate a change in behavior than a change in leisure priorities.

A final note about the methodology used in identifying barriers to increased participation concerns the relative importance of barriers for inhibiting specific activities. The necessity to ask simple, straightforward questions dictated that only the most important reason for not increasing participation be identified for each activity. There are obviously many situations in which two or more reasons are important barriers to not increasing participation. In these instances reducing one of the barriers, e.g. cost, may not significantly increase the possibility of participation because some other barrier, e.g. inconvenience, may still be operating. Our analysis will discuss only "most important barriers" to increased participation. However, an indication of the relative importance of secondary barriers may be obtained from three indirect sources. The first is the relative importance of all barriers. The second is the relative importance of barriers among those with a strong desire to increase participation. The third is the relative importance of barriers for each activity. Although such indicators are less direct, they do provide some evidence about the importance of secondary factors.

Analyses presented in this Chapter will include the overall citation of barriers, barriers cited for substantively similar groups of activities, barriers cited for individual activities, barriers cited relative to historical participation, barriers cited by the strength of desire to increase participation, and barriers cited by different SES/demographic characteristics.

General Barriers to Increasing Participation

TABLE 4.1 presents the proportion of individuals wanting to increase participation who cite each of the barriers across all activities. Almost 40% of all citations relate to a simple preference for doing other things more or not having the time within the context of other necessary activities, e.g. work. About the same proportion cite the next four most used barriers, family/friends, inconvenience, cost and availability. Disinterest of family and friends is a social function which does not easily lend itself to outside manipulation or resulution. The next three, however, represent three of the basic issues in the provision of leisure services, particularly those involving away from home participation. Other activity characteristics, quality, facilities, crowds, and programs, are infrequently cited as the most important reason for not increasing desired activities.

In TABLE 4.2 an attempt is made to examine different types of activities in terms of the reason cited for not increasing participation. The three relevant dimensions in this analysis are arts/non-arts, home/away from home, and active/passive. The hypothesis implicit in this analysis is that activities in these dimensions should have different types of barriers. For example, crowds are not likely to be much of a deterent to home activities and inconvenience is a much more likely deterent in away from home activities. The forty-five activities are divided into ten groups based on substantive similarity and the three dimensions. Activities in each group are listed at the bottom of the TABLE.

TABLE 4.1

Proportion Who Cite Each Reason for not Increasing Activity As Most Important Across All Activities *

Reasons for not Increasing Participation	Mean Proportion Who Cite as Most Important
My family and friends are not interested (Family/Friends)	11.61
It is inconvenient, no way to get there, too far or unsafe to attend (Inconvenient)	8.06
The quality of performances or players is not very good (Quality)	1.81
I don't like to get dressed up to go out (Clothes)	.95
The facilities are not very good (Facilities)	2.06
The crowds are too large (Crowds)	2.49
I don't like the programs they present (Programs)	2.13
It costs too much (Cost)	9.49
I like doing other things more, I don't have the time, not interested (Time)	38.26
They are not available in my area (Availability)	10.74
I am too old or physically handicapped (Handicaps)	2.42
Because of the children (Children)	4.12
Other	5.06

*All TABLES in this Chapter refer to participation during the 12 month period immediately preceding response to the questionnaire.

TABLE 4.2 Proportion Who Cite Each Reason for not Increasing Activity as Most Important for Arts Related Activity Types

Reasons for Not Increasing Participation	(1) Arts Related Home Passive	(2) Arts Related Home Active	(3) Arts Related Away Passive	(4) Arts Related Away Active
Family/Friends	20.70%	5.73%	15.75%	8.36%
Inconvenient	1.67	5.56	14.25	9.48
Quality	1.97	.35	2.86	1.40
Clothes	0.00	.05	1.39	.78
Facilities	1.37	2.30	2.27	2.22
Crowds	.03	.20	2.65	.78
Programs	4.33	.33	.96	1.00
Cost	1.10	18.28	9.60	13.36
Time	40.63	45.38	18.69	27.80
Availability	16.03	5.18	23.48	10.02
Handicaps	1.00	2.98	1.85	2.84
Children	3.63	3.40	1.95	3.92
Other	5.57	7.53	2.83	6.62

(1) Radio or TV classical music, opera or dancing
Radio or TV jazz
Radio or TV plays

(2) Doing art
Doing crafts
Writing fiction plays or poetry
Playing instrument

(3) Going to choral concerts
Going to classical concerts
Going to opera
Going to jazz concerts
Going to folk concerts
Going to ballet
Going to folk dancing
Going to theater
Visiting art exhibits
Visiting craft exhibits
Visiting museums and historic buildings

(4) Singing in group
Taking art classes
Acting in plays or dancing in group
Taking classes in art history or literature
Playing instrument in a group

TABLE 4.2 Continued Proportion Who Cite Each Reason for not Increasing Activity As Most Important for Six Types of Non-Arts Leisure Activity

Mean Proportion for Each Activity Type

Reasons for Not Increasing Participation	(5) Sports Passive	(6) Sports Active	(7) Family/Friends Active Home	(8) Information/ Educational	(9) Popular Culture Home Passive	(10) Pop Culture Away Passive
Family/Friends	13.45	12.43	11.64	5.63	3.93	7.83
Inconvenient	8.50	7.50	6.52	1.58	2.33	10.57
Quality	1.45	.53	.92	1.10	3.47	2.10
Clothes	.55	.18	3.45	.15	.20	1.17
Facilities	1.40	4.33	1.32	.73	.50	3.70
Crowds	5.55	1.43	.80	.38	.03	10.30
Programs	.65	.53	.80	1.28	12.20	3.37
Cost	14.05	7.20	3.20	7.35	5.33	27.37
Time	38.70	42.60	54.28	63.13	52.53	14.40
Availability	6.95	6.28	2.64	1.65	2.00	11.80
Handicaps	.55	5.68	3.02	1.83	1.00	.80
Children	4.40	4.13	3.42	7.78	6.00	3.20
Other	2.15	6.20	8.10	6.00	4.00	2.80

(5) Watch sports on TV
Watch sports in person

(6) Outdoor camping, etc.
Play competitive sports
Do exercise program
Picnicking, nature, etc.

(7) Church related activities
Games indoors
Visiting family and friends
Playing with children
Playing with pets

(8) Reading
Newspapers or news programs
Do-it-yourself
Thinking

(9) Watching TV
Listening to radio
Listening to records

(10) Pop concerts
Fairs
Movies

Time is the most cited factor for all but two of the activity groups, arts related away passive (3) and pop culture away passive (10). Overall, it is less likely to be mentioned as a factor for arts related activities than for non-arts activities. It is also substantially more likely to be mentioned for home activities than for away activities. One possible explanation for this distribution is the perception of greater choice latitude in home activities. A second is the smaller number of real barriers. For example, inconvenience and crowds are less likely to apply. Finally, away activities are generally done less often than home activities, thus the time factor is less likely to be relevant.

At the other extreme, facilities, crowds, clothing, quality and programs are not very likely to be mentioned as primary deterents to arts related activities. Only programs (4.33%) exceeds 3% of the population for any of the arts related activity groups. Among non-arts groups, crowds are a somewhat larger factor for Sports Passive (5.55%) and Pop Culture Away Passive (10.3%) groups. Inconvenience is most important for away from home activities, where Arts-Related Passive (14.25%) and Active (9.48%), and Pop Culture Passive (10.57%) are the most likely to be affected. There are no surprises in these results, although when the high percentage for Arts Related Passive is added to an even higher percentage who cite availability (23.48%), the results suggest perhaps the major factor involved in increasing participation in these activities - put the activities closer to those desiring to increase participation.

Handicaps and children are not widely cited as barriers to increased participation, although they may be more intensely felt in terms of real impact. The perceived impact of cost, on the other hand, varies widely across activity types. Among the arts-related activity types it is somewhat surprisingly most important for the active leisure pursuits (18.69% and 13.36% compared to 1.1% and 9.6%). Among non-arts types, Sports Passive (14.05%) and Pop Culture Away Passive (27.37%) are the highest. One possible explanation for the results among arts related activities that the Away Passive type includes some activities, e.g. visiting art and craft exhibits, and museums, which have little or no cost.

TABLE 4.3 presents an individual activity breakout of the barriers which demonstrates the varying impact on Arts Related Away Passive Activities.[2] Cost is cited by more than 10% of individuals desiring to increase symphony, opera, jazz concert, ballet and theater attendance. Costs are cited by a much smaller percentage of those desiring to visit art and craft exhibits, and tour buildings and museums.

Overall, the results shown in TABLE 4.3 provide a more detailed

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[2] On this table the figures for each activity total to 100%. They are 100% of those desiring an increase. Thus, if 50% desire an increase for the activity the real number base is about 800 (discounting missing data). If 20% desire an increase the base is about 320. Using the lower figure, which approximates the lowest number in the data, a "statistically significant" difference between two proportions would be about 8 percentage points (depending on whether the numbers are closer to or farther from the 50-50 break even point). With an N of 900 the difference needed for "statistical significance" is less than 5 percentage points. At this level "statistical significance" must give way to a more subjective judgment of what is important to the policy maker.

TABLE 4.3
Reasons Cited For Not Increasing Participation For Those Desiring an Increase in Current Participation Levels*

		Time	Family/ Friends	Incon- venient	Cost	Availa- bility	Crowds
17.	Going to symphony or chamber concerts.	17.8	20.7	14.3	12.4	20.4	0.3
18.	Going to an opera.	13.1	19.5	15.1	13.0	26.9	2.0
13.	Going to choral concerts.	27.8	17.3	15.4	5.3	12.6	3.7
25.	Singing in or playing for a chorus, choir, or other singing group.	48.2	15.2	7.3	1.0	10.0	-
14.	Going to jazz concerts.	11.2	14.4	13.0	14.6	31.3	6.4
16.	Going to folk/ethnic concerts or festivals.	18.2	12.0	18.2	10.8	23.9	8.6
24.	Playing an instrument in a group or for your own entertainment or taking music lessons.	45.4	5.7	4.1	31.1	2.7	0.6
10.	Painting, drawing, making sculpture, doing graphic art, taking photographs (as art) or making films yourself.	46.0	4.4	6.8	21.6	7.6	0.1
11.	Doing crafts.	45.6	4.7	6.0	20.6	6.0	0.2
12.	Taking art classes in painting, sculpture, graphics, film, or crafts.	30.9	3.4	11.6	27.8	9.8	0.6
30.	Going to a ballet or modern dance performance.	12.4	23.8	11.3	10.2	32.3	0.2
31.	Going to a folk dancing performance.	16.2	17.0	9.2	12.4	37.7	1.2
26.	Going to theater performance.	15.1	13.0	14.5	22.4	17.4	1.1
27.	Acting in plays or musicals, performing in a dance group, taking lessons in either, or providing behind the scene support.	39.2	9.3	8.1	6.9	18.4	0.5
2.	Writing novels, stories, plays, or poetry, or taking classes in writing.	61.5	9.1	6.1	7.5	6.2	-
7.	Visiting painting, graphic arts, photography or sculpture exhibits.	26.5	14.4	1.1	1.6	24.1	1.0
8.	Visiting craft exhibits.	28.2	13.3	18.2	3.7	20.7	4.7
9.	Touring buildings, etc. for design or historic value or visiting history, science or technical museums.	27.8	11.8	15.9	6.4	25.4	1.9
20.	Listening on radio or watching on TV classical music, opera, or dancing.	44.8	22.2	1.5	1.6	14.2	-
23.	Watching performances of jazz on TV or listening on the radio.	45.1	19.2	0.7	-	21.9	-
29.	Listening to radio broadcasts, your own recordings or watching TV productions of plays or poetry.	42.9	24.0	1.7	2.0	16.2	0.1
3.	Taking classes or attending lectures on art history, literature, etc., or belonging to a literature club.	36.3	8.8	19.0	7.6	14.9	-

* A dash (-) indicates values of 0.

TABLE 4.3 Continued

	Quality	Clothes	Facil-ities	Programs	Handi-caps	Children
17. Going to symphony or chamber concerts.	3.7	3.9	2.0	1.3	2.9	0.4
18. Going to an opera.	3.6	1.4	2.9		2.3	0.2
13. Going to choral concerts.	3.5	4.6	1.7	2.1	3.0	3.1
25. Singing in or playing for a chorus, choir, or other singing group.	0.9	3.7	2.9	1.6	4.0	5.7
14. Going to jazz concerts.	3.1	0.4	3.9	0.5	0.1	0.4
16. Going to folk/ethnic concerts or festivals.	2.1	1.0	2.2	0.9	1.7	1.0
24. Playing an instrument in a group or for your own entertainment or taking music lessons.	1.3	-	2.2	0.5	3.6	2.5
10. Painting, drawing, making sculpture, doing graphic art, taking photographs (as art) or making films yourself.	-	-	4.2	0.4	3.0	5.1
11. Doing crafts.	-	0.2	2.8	0.5	3.1	9.7
12. Taking art classes in painting, sculpture, graphics, film, or crafts.	-	0.1	3.0	1.8	2.1	8.2
30. Going to a ballet or modern dance performance.	5.1	0.1	1.1	0.6	0.7	2.3
31. Going to a folk dancing performance.	0.9	0.1	1.6	0.4	0.8	2.1
26. Going to theater performance.	5.4	2.3	2.3	1.8	2.0	2.5
27. Acting in plays or musicals, performing in a dance group, taking lessons in either, or providing behind the scene support.	1.8	-	3.5	-	4.7	5.5
2. Writing novels, stories, plays, or poetry, or taking classes in writing.	-	-	0.9	0.2	2.9	4.4
7. Visiting painting, graphic arts, photography or sculpture exhibits.	1.1	0.4	3.0	1.7	2.1	4.6
8. Visiting craft exhibits.	0.2	1.1	2.8	0.8	2.3	3.2
9. Touring buildings, etc. for design or historic value or visiting history, science or technical museums.	0.5	1.0	2.0	0.5	3.4	2.9
20. Listening on radio or watching on TV classical music, opera, or dancing.	2.5	-	1.7	5.1	1.1	4.8
23. Watching performances of jazz on TV or listening on the radio.	1.8	-	1.1	4.5	1.1	4.5
29. Listening to radio broadcasts, your own recordings or watching TV productions of plays or poetry.	2.7	-	1.7	4.4	0.5	2.8
3. Taking classes or attending lectures on art history, literature, etc., or belonging to a literature club.	0.9	0.5	0.9	1.9	2.3	6.0

TABLE 4.3 Continued

		Time	Family/ Friends	Incon-venient	Cost	Availa-bility	Crowds
4.	Watching regular TV programs day and night except sports and news.	44.3	6.6	1.6	-	2.6	-
21.	Listening to radio broadcasts of all other music.	65.8	10.0	1.5	-	3.0	-
22.	Listening to recordings.	60.6	10.1	1.5	17.5	0.9	0.1
15.	Going to rock or country and western or rhythm and blues concerts.	10.7	9.9	15.7	24.4	14.8	13.0
19.	Going to fairs and carnivals.	16.2	4.4	11.4	23.6	18.8	16.6
28.	Going to the movies.	17.7	8.8	5.1	37.9	3.3	2.9
6.	Watching sports on TV or listening on radio.	62.1	19.7	0.4	3.2	5.2	1.0
32.	Going to watch sports in person.	19.0	8.4	16.7	26.2	9.3	16.6
35.	Playing competitive sports.	40.5	12.7	5.0	5.9	11.9	1.5
37.	Jogging, weight lifting or other exercise program.	57.3	10.3	6.5	3.1	3.3	0.9
33.	Camping, hiking, back-packing, hunting, fishing, etc.	41.7	15.4	8.9	12.5	6.0	0.6
40.	Picnicing, visits to parks, zoos, nature walks, or driving a car for pleasure.	45.5	13.6	11.0	9.8	6.1	3.1
42.	Playing with your children.	75.3	5.2	5.4	0.7	3.9	0.2
36.	Playing indoor activities or games with friends and/or family.	49.8	27.9	2.8	2.8	3.9	1.2
41.	Visiting with friends or family members, writing letters, talking to friends on the phone, etc.	46.0	6.5	13.8	9.1	2.5	0.4
34.	Going to church or doing other church-related activities.	44.2	17.3	7.6	0.4	1.5	1.0
44.	Playing with pets.	75.6	3.7	3.3	4.9	2.3	-
1.	Reading (fiction books, periodicals, and nonfiction).	75.5	5.5	1.3	4.2	0.5	-
5.	Watching news and information programs on TV or reading in newspapers and news/magazines.	61.0	12.0	2.2	0.6	4.4	-
43.	Do-it-yourself activities or hobbies.	57.1	2.8	1.3	26.2	1.2	
45.	Sitting and thinking—day-dreaming.	83.7	1.2	1.3	0.2	0.4	1.9
38.	Charity, volunteer, social service, or political organization activities.	55.7	10.1	7.3	1.2	3.0	2.1
39.	Fraternal organization or club activities.	53.7	12.0	4.9	4.3	6.4	1.4

TABLE 4.3 Continued

		Quality	Clothes	Facil-ities	Programs	Handi-caps	Children
4.	Watching regular TV programs day and night except sports and news.	6.5	0.4	-	30.1	1.4	7.5
21.	Listening to radio broadcasts of all other music.	2.0	0.1	1.1	9.3	1.1	5.5
22.	Listening to recordings.	1.4	0.1	0.5	0.3	0.5	6.2
15.	Going to rock or country and western or rhythm and blues concerts.	1.9	1.5	3.8	1.5	0.5	2.4
19.	Going to fairs and carnivals.	0.3		5.0	0.7	1.4	1.2
28.	Going to the movies.	3.6	2.1	3.0	8.2	0.6	6.4
6.	Watching sports on TV or listening on radio.	0.5	0.4	0.8	0.8		5.9
32.	Going to watch sports in person.	1.8	0.7	2.2	0.3	1.0	3.4
35.	Playing competitive sports.	0.6		4.8	0.9	10.7	4.8
37.	Jogging, weight lifting or other exercise program.	0.1	0.2	4.7	1.3	6.7	5.1
33.	Camping, hiking, back-packing, hunting, fishing, etc.	0.2	0.1	3.5	-	4.6	6.2
40.	Picnicing, visits to parks, zoos, nature walks, or driving a car for pleasure.	-	0.4	5.8	-	2.6	1.9
42.	Playing with your children.	0.3	0.9	1.4	0.1	3.2	2.4
36.	Playing indoor activities or games with friends and/or family.	0.6	1.1	3.4	0.5	1.5	4.3
41.	Visiting with friends or family members, writing letters, talking to friends on the phone, etc.	0.3	2.3	-	-	1.7	3.4
34.	Going to church or doing other church-related activities.	1.0	11.0	1.0	3.8	4.9	5.9
44.	Playing with pets.	0.1	-	1.5	-	5.6	3.0
1.	Reading (fiction books, periodicals, and nonfiction).	-	-	0.4	-	2.2	10.4
5.	Watching news and information programs on TV or reading in newspapers and news/magazines.	2.0	0.6	0.6	5.5	1.3	9.0
43.	Do-it-yourself activities or hobbies.	-	-	1.7	-	4.4	4.4
45.	Sitting and thinking—day-dreaming.	-	-	0.5	-		10.7
38.	Charity, volunteer, social service, or political organization activities.	0.2	1.2	0.8	5.5	6.0	6.0
39.	Fraternal organization or club activities.	1.4	2.1	2.1	3.2	4.3	4.1

perspective of the collapsed results from TABLE 4.2. Time is of much greater importance for activities done on a daily or weekly basis than for activities done periodically. This is true for both arts and non-arts activities. The interest of family and friends is somewhat more likely to be a factor for arts than non-arts pursuits, although the higher percentages are likely to be for passive activities among the arts and active pursuits among the non-arts activities. Inconveineice is substantially more likely to be mentioned by those desiring to increase arts related activities. It is cited by more than 10% of those desiring an increase in almost all of the performing arts and most of the passive visual arts activities as being the major deterrent to increased participation.

For arts related activities cost is more important for active pursuits, playing an instrument, painting, doing crafts, and taking art classes, than for most of the passive pursuits. For non-arts activities both passive and active pursuits are among the most frequently cited. Availability is the factor which most clearly distinguishes between arts and non-arts activities. The lack of availability is significantly more likely to be cited by those desiring to increase participation in arts activities than those desiring to increase non-arts participation.

Crowds are relatively inconsequential as a deterrent to increased participation for arts related activities. They are cited by more than 4% only three times for arts activities, and three times for non-arts activities. Quality, also, is not an important factor, although it is most likely to be mentioned in reference to performing arts among the arts related activities and for television and movies among the non-arts activities. Programs are most likely to be important as factors among media related activities, both arts and non-arts. Regular television leads in this area (30.1%), followed by radio music and the movies.

Children are more likely to be cited as deterrents to doing active things than for doing passive things. This is especially true for the arts related activities, e.g. painting, doing crafts, taking art classes. Apparently it is more difficult to sit down and do things at home with children present than it is to get away to do things. Part of the difference, however, is the frequency of the activities. The active pursuits are likely to be more time demanding than most of the away from home passive pursuits. It is easier to find a babysitter for a night at the opera than it is to occupy the children while you paint or rehearse for your role in the local theater.

TABLE 4.4 carries the analysis a step further by presenting results of reasons for not increasing participation for those with a strong desire to increase participation.[3] The expectation was that this analysis would show a reduced reliance on the time and a relative increase in the more substantive barriers. Generally this expectation was supported for arts activities, although not without considerable variance and some reversals. Among arts related acti-

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[3] The N problem is severe here because of the small number who have a strong desire to increase participation in each case. For this reason analyses are restricted to general comparisons.

TABLE 4.4

Reasons Cited For Not Increasing Participation For Those Expressing a Strong Desire to Increase Current Participation Levels*

		Time	Family/ Friends	Incon- venient	Cost	Avail- ability	Crowds
17.	Going to symphony or chamber concerts.	9.6	12.0	18.3	14.0	36.0	-
18.	Going to an opera.	2.0	6.0	25.5	1.7	53.6	4.2
13.	Going to choral concerts.	29.5	13.2	20.8	8.6	7.7	-
25.	Singing in or playing for a chorus, choir, or other singing group.	39.3	12.4	12.2	3.6	11.9	-
14.	Going to jazz concerts.	2.9	0.7	9.4	37.0	40.2	4.1
16.	Going to folk/ethnic concerts or festivals.	9.4	8.2	22.2	12.7	34.2	12.2
24.	Playing an instrument in a group or for your own entertainment or taking music lessons.	40.9	4.8	5.2	34.1	2.7	1.7
10.	Painting, drawing, making sculpture, doing graphic art, taking photographs (as art) or making films yourself.	37.6	5.7	7.9	20.3	12.5	-
11.	Doing crafts.	41.7	3.5	7.1	16.8	9.6	-
12.	Taking art classes in painting, sculpture, graphics, film, or crafts.	19.6	4.9	12.4	32.7	11.8	0.5
30.	Going to a ballet or modern dance performance.	7.8	12.3	22.2	2.0	39.2	-
31.	Going to a folk dancing performance.	17.1	14.8	7.6	10.8	36.0	-
26.	Going to theater performance.	10.4	12.3	11.7	26.1	23.4	-
27.	Acting in plays or musicals, performing in a dance group, taking lessons in either, or providing behind the scene support.	37.6	5.4	6.2	1.6	26.3	1.1
2.	Writing novels, stories, plays, or poetry, or taking classes in writing.	65.0	9.2	-	6.4	5.6	-
7.	Visiting painting, graphic arts, photography or sculpture exhibits.	18.1	10.3	22.0	2.3	30.3	-
8.	Visiting craft exhibits.	27.9	15.2	13.5	6.2	20.0	6.3
9.	Touring buildings, etc. for design or historic value or visiting history, science or technical museums.	20.6	9.6	18.7	10.5	28.3	1.2
20.	Listening on radio or watching on TV classical music, opera, or dancing.	46.0	14.2	-	-	22.2	-
23.	Watching performances of jazz on TV or listening on the radio.	27.6	14.9	-	-	31.5	-
29.	Listening to radio broadcasts, your own recordings or watching TV productions of plays or poetry.	38.7	23.0	-	-	21.7	-
3.	Taking classes or attending lectures on art history, literature, etc., or belonging to a literature club.	42.1	2.4	15.8	7.1	20.8	-

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* A dash (-) indicates values of 0.

TABLE 4.4 Continued

		Quality	Clothes	Facilities	Programs	Handicaps	Children
17.	Going to symphony or chamber concerts.	4.9	-	-	-	4.8	0.5
18.	Going to an opera.					6.9	-
13.	Going to choral concerts.	1.3	8.8	1.9	3.8	2.2	2.4
25.	Singing in or playing for a chorus, choir, or other singing group.	2.3	5.0	0.7	3.7	4.7	4.1
14.	Going to jazz concerts.	1.5	-	4.2	-	-	-
16.	Going to folk/ethnic concerts or festivals.	-	-	1.0	-	-	-
24.	Playing an instrument in a group or for your own entertainment or taking music lessons.	0.7	-	3.4	-	3.2	2.6
10.	Painting, drawing, making sculpture, doing graphic art, taking photographs (as art) or making films yourself.	-	-	1.6	-	2.3	12.1
11.	Doing crafts.	-	-	1.2	1.5	2.1	16.4
12.	Taking art classes in painting, sculpture, graphics, film, or crafts.	-	-	2.1	0.7	1.4	13.0
30.	Going to a ballet or modern dance performance.	8.7	0.7	-	3.5	3.7	-
31.	Going to a folk dancing performance.	1.9	-	1.9	-	4.9	5.1
26.	Going to theater performance.	7.1	-	1.4	0.9	3.6	3.2
27.	Acting in plays or musicals, performing in a dance group, taking lessons in either, or providing behind the scene support.	0.7	-	3.1	-	7.1	8.4
2.	Writing novels, stories, plays, or poetry, or taking classes in writing.	-	-	-	-	5.5	8.2
7.	Visiting painting, graphic arts, photography or sculpture exhibits.	5.2	0	1.6	-	7.8	2.3
8.	Visiting craft exhibits.	-	1.9	0.6	-	3.3	5.1
9.	Touring buildings, etc. for design or historic value or visiting history, science or technical museums.	-	-	0.9	-	9.3	1.0
20.	Listening on radio or watching on TV classical music, opera, or dancing.	-	-	9.9	-	5.7	2.0
23.	Watching performances of jazz on TV or listening on the radio.	-	-	-	-	10.0	15.8
29.	Listening to radio broadcasts, your own recordings or watching TV productions of plays or poetry.	-	-	-	1.6	5.9	9.1
3.	Taking classes or attending lectures on art history, literature, etc., or belonging to a literature club.	-	-	-	1.1	3.5	7.2

TABLE 4.4 Continued

		Time	Family/ Friends	Incon- venient	Cost	Avail- ability	Crowds
4.	**Watching regular TV programs day and night except sports and news.**	45.9	23.2	-	-	13.6	-
21.	**Listening to radio broadcasts of all other music.**	53.3	5.0	8.1	-	5.0	-
22.	**Listening to recordings.**	48.6	5.0	-	32.3	2.1	0.5
15.	**Going to rock or country and western or rhythm and blues concerts.**	6.6	7.0	18.3	30.4	20.4	7.7
19.	**Going to fairs and carnivals.**	10.3	-	14.7	30.6	27.2	10.7
28.	**Going to the movies.**	9.8	9.4	4.4	50.0	4.3	3.0
6.	**Watching sports on TV or listening on radio.**	52.4	21.0	-	9.6	14.0	0.7
32.	**Going to watch sports in person.**	19.8	7.9	13.8	30.0	17.7	5.8
35.	**Playing competitive sports.**	32.3	16.0	5.0	3.1	16.2	3.7
37.	**Jogging, weight lifting or other exercise program.**	55.2	7.6	9.9	2.4	4.0	1.5
33.	**Camping, hiking, back-packing, hunting, fishing, etc.**	42.1	11.6	7.9	14.3	12.2	0.2
40.	**Picnicing, visits to parks, zoos, nature walks, or driving a car for pleasure.**	41.1	11.7	13.5	10.0	8.8	2.6
42.	**Playing with your children.**	81.6	[illegible].4	4.3	-	1.2	-
36.	**Playing indoor activities or games with friends and/or family.**	39.1	34.3	3.2	5.4	6.2	-
41.	**Visiting with friends or family members, writing letters, talking to friends on the phone, etc.**	56.1	5.0	15.7	10.7	4.4	1.7
34.	**Going to church or doing other church-related activities.**	42.5	19.2	9.0	1.2	0.7	-
44.	**Playing with pets.**	72.5	0.9	11.5	-	-	-
1.	**Reading (fiction books, periodicals, and nonfiction).**	77.2	3.3	-	3.6	0.8	-
5.	**Watching news and information programs on TV or reading in newspapers and news/magazines**	60.5	14.7	-	-	4.5	-
43.	**Do-it-yourself activities or hobbies.**	56.4	0.7	1.9	27.6	1.0	-
45.	**Sitting and thinking—day-dreaming.**	89.8	-	5.3	-	2.1	-
38.	**Charity, volunteer, social service, or political organization activities.**	31.6	10.1	10.9	4.0	4.1	7.0
39.	**Fraternal organization or club activities.**	52.5	2.8	-	13.1	6.0	18.6

TABLE 4.4 Continued

		Quality	Clothes	Facil-ities	Programs	Handi-caps	Children
4.	Watching regular TV programs day and night except sports and news.	–	–	–	16.1	–	1.2
21.	Listening to radio broadcasts of all other music.	–	–	–	4.4	4.3	16.5
22.	Listening to recordings.	2.1	–	–	–	–	9.3
15.	Going to rock or country and western or rhythm and blues concerts.	–	1.8	4.4	1.9	–	1.5
19.	Going to fairs and carnivals.	0.8	–	0.5	–	–	5.3
28.	Going to the movies.	2.5	0.1	2.0	5.5	–	9.0
6.	Watching sports on TV or listening on radio.	–	–	–	–	–	2.3
32.	Going to watch sports in person.	0.3	0.3	2.3	–	0.8	1.3
35.	Playing competitive sports.	2.6	–	6.5	0.8	12.3	1.3
37.	Jogging, weight lifting or other exercise program.	0.2	–	4.8	1.7	7.0	5.5
33.	Camping, hiking, back-packing, hunting, fishing, etc.	0.1	0.1	3.1	–	3.2	5.2
40.	Picnicing, visits to parks, zoos, nature walks, or driving a car for pleasure.	–	–	7.3	–	4.1	0.2
42.	Playing with your children.	0.7	1.4	1.4	–	2.9	1.9
36.	Playing indoor activities or games with friends and/or family.	1.0	4.2	2.8	–	1.6	2.2
41.	Visiting with friends or family members, writing letters, talking to friends on the phone, etc.	0.2	1.0	–	–	2.7	2.6
34.	Going to church or doing other church-related activities.	1.7	10.0	0.3	–	4.3	9.3
44.	Playing with pets.	–	–	–	–	12.2	2.9
1.	Reading (fiction books, periodicals, and nonfiction).	–	–	–	–	2.4	12.6
5.	Watching news and information programs on TV or reading in newspapers and news/magazines.	–	–	–	1.8	–	18.5
43.	Do-it-yourself activities or hobbies.	–	–	1.8	–	4.3	6.4
45.	Sitting and thinking—day-dreaming.	–	–	2.7	–	–	–
38.	Charity, volunteer, social service, or political organization activities.	–	4.4	–	–	15.8	2.1
39.	Fraternal organization or club activities.	–	1.9	–	3.2	–	1.9

vities mentioning time was greatly reduced for passive away from home activities, such as concert attendance, and declined least for active pursuits and passive home activities. The reductions in citing time are most likely to be made up in increases in citing inconvenience and availability. Cost remains relatively equal for those with general and strong desires to increase participation.

Those with a strong desire to increase participation and non-arts activities were more like those with a general desire. Where changes did occur, they were more likely to be in the direction of citing cost as the most important deterrent.

As in the last Chapter, the importance of these differences depends on the significance of differences between strong desire to increase participation and the expression of any desire to increase participation. Insofar as the former position indicates a greater likelihood that change will take place, then the results on TABLE 4.4 are more relevant for making policy decisions[4] which reduce appropriate barriers and increase participation in target activities in the South. In terms of the outcomes shown on the two previous tables, however, the issue could be moot, since the differences are a matter of degree and the major foci on barriers does not change. A more important question may be the identification of differences (if any) between major population subgroups which would facilitate more focused policies. These differences will be examined in the next Section.

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[4] In this case, a policy decision which is designed to increase participation among those who express some desire to increase current participation levels. This is in contrast to or in addition to other types of policies which might be considered.

Predictors of the Selection of Barriers to Increased Participation

As in the prior Chapters, two types of barrier selection predictors will be examined: (1) those based on historical participation patterns; and (2) those based on SES/demographic variables. Both are important in targeting specific population subgroups relevant to possible policy changes.

TABLE 4.5 presents results of the historical analysis using grouped activities. In TABLE 4.2 the analysis focused on differences among the groups. In the present TABLE the focus is on differences among historical participation patterns within groups. The question of interest is whether individuals with different historical participation patterns cite different barriers to desired increased participation. The four groups used in this analysis are: (1) never participated before; (2) participated previously, but not in the last 12 months; (3) participated in the last 12 months, but never prior to that (new participants); and (4) participated in the last 12 months and prior to that (steady participants).

While there are specific instances where large differences across groups occur, there seems to be no regular pattern which clearly distinguishes the different historical participation patterns in terms of barriers to increased participation. Most notable in this regard is the absence of a discernable pattern for those who have never participated in the activity group before. They identify barriers to new participation in roughly the same distribution pattern as the three participant groups. The conclusion drawn from this Table is

Table 4.5

Proportion From Each Historic Participation Pattern Who Cite Each Reason for not Increasing Participation Levels (Using Substantively Similar Activity Groups)

		Never Partic.	Partic. Prior to Last 12 mo.	Partic. Only in Last 12 mo.	Steady Partic.
Group 1	Barriers				
Radio or TV classical music, opera or dance	Family/Friends	18.0	19.0	24.5	24.1
	Inconvenient	0.5	0.3	1.9	1.6
	Quality	0.7	18.7	4.9	2.1
Radio or TV Jazz	Clothes	-	-	-	-
Radio or TV Plays	Facilities	1.0	-	2.9	1.7
	Crowds	-	-	0.0	0.1
	Programs	3.6	3.0	3.1	6.0
	Cost	1.3	-	-	1.7
	Time	50.2	48.8	42.8	39.7
	Availability	17.9	9.9	15.3	17.5
	Handicaps	1.8	-	1.5	0.6
	Children	4.7	0.3	3.0	4.2
	Other	0.2	-	-	0.8
Group 2	Barriers				
Doing Art	Family/Friends	6.8	7.2	10.3	3.8
Doing Crafts	Inconvenient	5.6	6.2	4.3	6.3
Writing Fiction Plays or Poetry	Quality	1.0	1.0	0.8	1.0
	Clothes	0.2	-	-	-
	Facilities	3.5	1.2	0.4	2.8
Playing an Instrument	Crowds	0.2	-	2.4	-
	Programs	0.7	0.1		0.4
	Cost	20.8	24.9	24.4	15.4
	Time	46.1	48.3	43.9	55.9
	Availability	6.4	3.8	9.9	4.8
	Handicaps	3.0	6.4	2.2	1.9
	Children	4.7	3.6	2.5	7.3
	Other	1.1		0.2	0.6
Group 3	Barriers				
Going to Choral Concerts	Family/Friends	17.7	18.6	9.4	14.0
	Inconvenient	14.5	16.7	14.9	13.3
Going to Classical Concerts	Quality	3.2	3.1	2.5	3.2
	Clothes	1.7	1.6	1.3	1.1
Going to Opera	Facilities	3.0	1.6	2.2	0.6
Going to Jazz Concerts	Programs	1.6	0.7	0.8	0.7
	Cost	8.6	9.3	12.3	13.0
Going to Folk Concerts	Time	16.0	18.5	21.4	22.7
	Availability	27.4	24.2	25.8	22.0
Going to Theater	Handicaps	1.9	1.7	1.3	1.6
Going to Ballet	Children	1.8	2.0	1.7	2.3
Going to Folk Dancing	Others	0.1	0.2	0.6	0.2
Visiting Art Exhibits					
Visiting Craft Exhibits					
Visiting Museums					

TABLE 4.5 Continued

		Never Partic.	Partic. Prior to Last 12 mo.	Partic. Only in Last 12 mo.	Steady Partic.
Group 4	Barriers				
Singing in Group	Family/Friends	10.4	7.3	10.6	10.1
Taking Art Classes	Inconvenient	9.6	9.0	14.9	9.2
Acting in Plays	Quality	1.4	2.0	4.2	0.2
or dancing in	Clothes	1.0	1.2	-	0.7
Group	Facilities	2.6	0.7	7.8	1.9
Taking Classes in	Crowds	0.2	0.4	2.0	0.4
Art History or	Programs	0.8	0.6	-	1.6
Literature	Cost	15.8	15.3	13.4	12.8
Playing instrument	Time	37.4	42.6	28.7	48.6
in a group	Availability	12.1	8.0	9.1	9.6
	Handicaps	3.5	5.3	-	1.5
	Children	4.4	6.6	3.6	8.0
	Other	1.3	-	0.8	-
Group 5	Barriers				
Watch sports on	Family/Friends	14.5	7.1	16.2	13.1
TV	Inconvenient	14.5	9.2	7.9	7.5
Watch sports in	Quality	-	0.4	4.0	2.0
Person	Clothes	0.7	-	-	0.7
	Facilities	0.4	29.1	0.2	0.6
	Crowds	13.3	4.0	6.8	4.3
	Programs				0.9
	Cost	14.3	10.7	14.7	15.1
	Time	32.0	32.1	39.9	42.6
	Availability	2.9	4.4	9.3	7.9
	Handicaps	1.1	2.2	-	0.1
	Children	6.5	1.1	1.2	4.9
	Other	-	-	-	0.6
Group 6	Barriers				
Outdoor Camping,	Family/Friends	16.7	13.1	17.4	12.7
etc.	Inconvenient	8.9	5.9	7.6	7.6
Play Competitive	Quality	1.8	0.5	1.9	0.4
Sports	Clothes	0.1	0.4	-	0.2
Do Exercise	Facilities	5.7	3.9	3.9	4.5
Program	Crowds	0.2	0.6	0.4	2.3
Picnicking,	Programs	0.9	0.8	-	0.8
Nature, etc.	Cost	7.7	6.9	10.9	7.1
	Time	35.3	40.1	45.9	52.3
	Availability	9.7	7.5	7.1	5.2
	Handicaps	6.8	14.7	2.9	3.5
	Children	6.3	3.2	2.1	3.8
	Other	0.5	1.7	-	0.2

TABLE 4.5 Continued

		Never Partic.	Partic. Prior to Last 12 mo.	Partic. Only in Last 12 mo.	Steady Partic.
Group 7	Barriers				
Church Related	Family/Friends	16.6	29.6	11.4	10.6
Activities	Inconvenient	7.9	12.0	6.1	5.9
Games indoors	Quality	1.9	3.3	1.7	1.1
Visiting Family	Clothes	1.1	3.6	1.6	3.1
& Friends	Facilities	1.1	0.7	1.2	1.5
Playing with	Crowds	0.4	0.1	1.5	0.5
Children	Programs	2.4	0.6	0.6	0.7
Playing with	Cost	6.0	-	1.3	2.9
Pets	Time	48.6	38.1	55.3	64.2
	Availability	8.3	7.1	5.5	1.7
	Handicaps	3.4	4.8	5.7	3.0
	Children	1.4	0.1	5.4	4.3
	Other	0.3	-	-	0.5
Group 8	Barriers				
Reading	Family/Friends	10.6	8.7	6.3	4.9
Newspapers or	Inconvenient	4.5	1.8	1.0	1.5
News Programs	Quality	3.0	3.6	1.1	1.0
Do-It-Yourself	Clothes	-	-	-	0.2
Thinking	Facilities	0.7	0.2	1.7	0.8
	Crowds	-	-	-	0.6
	Programs	0.3	-	2.5	1.4
	Cost	7.1	4.2	2.9	8.6
	Time	64.5	65.9	52.1	68.1
	Availability	3.8	3.2	2.4	1.3
	Handicaps	1.6	2.9	1.8	1.9
	Children	3.4	6.1	5.9	9.6
	Other	0.7	3.6	0.9	0.2
Group 9	Barriers				
Watching TV	Family/Friends	7.1	5.2	13.2	9.7
Listening to	Inconvenient	8.1	11.2	2.3	0.7
Radio	Quality	7.3	-	9.0	2.9
Listening to	Clothes	0.4	-	-	0.2
Records	Facilities	0.6	-	-	0.6
	Crowds				
	Programs	11.0	9.4	14.4	13.2
	Cost	9.3	8.2	5.3	4.9
	Time	48.0	52.7	49.4	57.7
	Availability	1.7	6.7	1.8	2.0
	Handicaps	2.7	2.8	-	0.8
	Children	2.8	4.0	4.8	7.0
	Other	-	-	-	0.4

TABLE 4.5 Continued

Group 10	Barriers	Never Partic.	Partic. Prior to Last 12 mo.	Partic. Only in Last 12 mo.	Steady Partic.
Pop Concerts	Family/Friends	14.7	9.7	7.7	5.8
Fairs	Inconvenient	16.8	13.4	7.4	9.0
Movies	Quality	1.7	1.6	2.6	2.2
	Clothes	1.2	1.4	0.9	0.9
	Facilities	2.9	3.9	4.4	3.9
	Crowds	11.0	11.7	9.9	10.6
	Programs	2.4	7.3	2.7	3.0
	Cost	24.4	24.2	31.0	30.5
	Time	11.0	13.0	18.0	16.5
	Availability	12.7	10.4	12.2	12.5
	Handicaps	0.9	1.6	-	0.8
	Children	0.3	1.8	6.0	3.9
	Other	-	-	-	0.3

that knowing previous pattern does little to increase our ability to predict the selection of barriers to increasing participation.

TABLE 4.6 presents a description of the impact of previous participation from a more short range perspective, participation and nonparticipation during the past year. The initial noticeable difference is in the selection of time as the most important barrier. In 18 of 22 arts related activities current participants are *more* likely to perceive time as their most important deterrent to increased participation (going to jazz concerts, taking art classes, watching jazz on TV or listening on the radio, and listening to or watching TV performances of plays and poetry are the exceptions). Twenty of 23 non-arts activities have the same pattern. Apparently, the act of participation is a major factor in reducing the significance of other barriers; availability is the logically best example. However, most of the differences do not detract from the basic pattern for the activity, i.e., if time is a major factor (as in writing, playing an instrument or acting) it is likely to be important for both participants and nonparticipants. If time is not important, as for going to fairs and carnivals and going to ballet or modern dance, it is likely to be unimportant for both groups. In other words, the correlation between participants and nonparticipants is relatively high.

There are other differences between participants and nonparticipants, but these are not as consistent across all activities as was true for the time barrier. For example, cost is more important for current participants for passive away-from-home performing arts activities, but about equal in importance for the active arts related pursuits.

TABLE 4.6

Reasons Cited for not Increasing Participation by Previous Participation*

		Time		Friends		Inconvenient		Cost		Availability		Crowds	
		P	NP	P	NP	P	NP	P	NP	P	NP	P	NP
17.	Going to symphony or chamber concerts.	21.4	10.7	20.0	24.4	14.6	12.9	13.6	9.3	17.7	25.0	0.2	0.3
18.	Going to an opera.	14.9	11.0	19.6	18.6	12.5	16.0	15.7	9.0	27.8	26.5	1.4	2.4
13.	Going to choral concerts.	28.9	24.0	15.6	21.9	17.0	11.8	6.1	2.7	12.3	13.1	3.4	4.3
25.	Singing in or playing for a chorus, choir, or other singing group.	46.4	51.2	14.5	17.8	9.6	3.2	0.1	2.2	11.1	7.9		
14.	Going to jazz concerts.	9.4	13.1	9.6	22.1	12.0	14.7	17.9	10.3	32.0	28.6	9.9	2.1
16.	Going to folk/ethnic concerts or festivals.	19.3	16.4	9.1	18.1	23.0	12.9	13.9	7.2	19.6	27.1	8.2	8.7
24.	Playing an instrument in a group or for your own entertainment or taking music lessons.	48.2	42.8	5.9	6.4	6.1	2.9	25.1	35.5	2.1	3.2	1.2	0.0
10.	Painting, drawing, making sculpture, doing graphic art, taking photographs (as art) or making films yourself.	48.0	41.9	5.1	3.8	4.9	9.1	22.1	20.5	7.0	8.2	0.1	0.0
11.	Doing crafts.	47.1	40.6	4.8	4.3	6.2	5.4	20.1	21.3	5.1	8.6	0.0	0.8
12.	Taking art classes in painting, sculpture, graphics, film, or crafts.	30.1	30.4	2.1	4.2	10.3	12.8	30.3	25.1	16.6	10.3	1.1	0.3
30.	Going to a ballet or modern dance performance.	15.4	10.7	22.1	25.5	10.2	11.9	10.3	9.7	31.4	32.9	0.0	0.4
31.	Going to a folk dancing performance.	21.5	13.9	10.2	22.0	12.1	8.5	13.0	11.2	34.8	37.9	1.1	1.2
26.	Going to theater performances.	18.5	9.8	14.2	11.4	11.8	13.8	23.9	18.6	14.2	22.7	0.8	1.7
27.	Acting in plays or musicals, performing in a dance group, taking lessons in either, or providing behind the scene support.	48.6	33.6	8.9	11.5	8.0	9.2	3.9	7.8	7.7	22.0	0.6	7.8
2.	Writing novels, stories, plays, or poetry, or taking classes in writing.	61.9	53.9	7.5	12.6	8.0	5.1	7.9	6.0	6.2	5.1	-	-
7.	Visiting painting, graphic arts, photography or sculpture exhibits.	27.2	23.7	15.6	12.3	19.1	19.5	1.5	1.8	20.9	29.5	1.4	0.2
8.	Visiting craft exhibits.	30.1	23.0	14.1	11.0	18.9	15.9	2.4	7.1	18.0	27.1	4.6	4.6
9.	Touring buildings, etc. for design or historic value or visiting history, science or technical museums.	22.8	19.2	13.3	7.3	15.2	17.1	5.9	7.2	22.3	31.1	1.6	2.7

* Proportion Citing Each Reason Among Participants (P) and Non-Participants (NP)

TABLE 4.6 Continued

		Quality		Clothes		Facilities		Programs		Handicaps		Children		Other	
		P	NP	P	NP	P	NP	P	NP	P	NP	P	NP	P	NP
17.	Going to symphony or chamber concerts.	3.8	3.2	2.8	5.9	1.5	2.8	0.7	2.3	2.9	3.3	0.6	0.0	0.1	0.0
18.	Going to an opera.	4.1	5.7	2.7	0.0	0.9	6.5	–	–	0.0	4.3	0.4	0.0	–	–
13.	Going to choral concerts.	2.6	6.0	3.9	6.5	1.4	2.3	0.9	6.2	3.9	0.4	3.9	0.7	–	–
25.	Singing in or playing for a chorus, choir, or other singing group.	0.9	0.8	3.7	3.5	1.7	4.5	1.9	0.0	5.0	2.7	5.2	6.2	–	–
14.	Going to jazz concerts.	1.8	4.2	0.7	0.0	4.7	2.9	0.0	1.5	0.2	0.3	0.6	0.2	1.1	0.0
16.	Going to folk/ethnic concerts or festivals.	1.8	2.4	0.9	1.0	1.2	3.2	0.0	1.7	2.0	0.6	1.2	0.7	–	–
24.	Playing an instrument in a group or for your own entertainment or taking music lessons.	1.0	1.6	–	–	4.1	0.3	0.9	0.0	2.7	4.6	2.6	2.2	0.0	0.6
10.	Painting, drawing, making sculpture, doing graphic art, taking photographs (as art) or making films yourself.	0.7	1.2	–	–	2.1	6.9	0.0	0.9	3.5	2.9	5.4	4.4	1.2	0.3
11.	Doing crafts.	0.4	1.3	0.0	0.6	1.7	5.3	0.1	1.6	3.7	1.5	10.5	7.4	0.2	1.3
12.	Taking art classes in painting, sculpture, graphics, film, or crafts.	1.3	1.1	0.0	0.1	1.8	3.6	0.2	3.1	1.9	2.7	11.8	5.6	0.6	0.8
30.	Going to a ballet or modern dance performance.	8.2	2.3	0.2	0.0	0.0	2.1	0.2	0.9	0.0	1.3	2.0	2.4	–	–
31.	Going to a folk dancing performance.	1.9	0.2	0.3	0.0	1.9	1.3	0.3	0.5	0.0	1.1	2.9	1.5	0.0	0.7
26.	Going to theater performances.	6.2	5.3	1.9	3.1	1.7	3.5	2.4	0.8	2.1	1.6	2.3	2.7	0.2	0.0
27.	Acting in plays or musicals, performing in a dance group, taking lessons in either, or providing behind the scene support.	3.7	2.1	–	–	2.2	3.8	–	–	–	5.2	3.4	2.4	2.2	1.8
2.	Writing novels, stories, plays, or poetry, or taking classes in writing.	–	–	–	–	0.4	1.6	0.0	0.4	2.8	3.1	4.0	4.6	0.0	2.3
7.	Visiting painting, graphic arts, photography or sculpture exhibits.	1.5	2.8	0.7	0.0	3.8	1.4	1.6	2.0	3.0	0.5	3.5	6.2	0.3	0.0
8.	Visiting craft exhibits.	0.8	1.5	1.1	1.1	2.7	3.2	0.5	1.5	2.3	2.5	3.9	1.4	0.[illegible]	0.0
9.	Touring buildings, etc. for design or historic value or visiting history, science or technical museums.	0.9	1.9	1.0	1.1	1.4	3.4	0.7	0.0	2.9	4.9	2.3	4.1	0.6	0.0

TABLE 4.6 Continued

		Time		Friends		Inconvenient		Cost		Availability		Crowds	
		P	NP	P	NP	P	NP	P	NP	P	NP	P	NP
20.	Listening on radio or watching on TV classical music, opera, or dancing.	45.0	42.5	24.2	19.0	2.1	0.0	0.7	3.8	13.7	16.7	–	–
23.	Watching performances of jazz on TV or listening on the radio.	37.2	58.5	20.6	13.7	0.3	1.6	–	–	25.3	10.6	–	–
29.	Listening to radio broadcasts, your own recordings or watching TV productions of plays or poetry.	40.1	49.6	26.7	16.2	2.3	0.0	2.7	0.0	12.0	26.4	0.2	0.0
3.	Taking classes or attending lectures on art history, literature, etc., or belonging to a literature club.	45.7	28.8	6.0	12.2	16.5	20.0	6.1	8.4	11.0	17.1	–	–
4.	Watching regular TV programs day and night except sports and news.	42.4	46.6	7.6	3.3	0.9	11.1	–	–	2.9	0.0	–	–
21.	Listening to radio broadcasts of all other music.	65.6	54.6	11.1	6.2	1.6	9.4	–	–	3.3	0.0	–	–
22.	Listening to recordings.	62.4	42.7	10.4	11.9	1.2	3.7	15.5	27.9	0.3	5.1	0.1	0.0
15.	Going to rock or country and western or rhythm and blues concerts.	11.6	8.4	8.0	16.0	13.5	21.3	26.3	19.1	14.3	15.8	14.0	10.1
19.	Going to fairs and carnivals.	17.9	2.3	4.6	7.8	10.4	21.5	22.3	29.3	18.3	19.2	16.3	16.3
28.	Going to the movies.	17.2	22.4	7.7	20.2	5.0	7.7	39.9	24.8	3.3	3.0	2.4	6.5
6.	Watching sports on TV or listening on radio.	62.4	52.0	19.1	20.9	0.0	8.0	3.4	0.0	5.7	0.0	0.1	8.6
32.	Going to watch sports in person.	20.5	12.0	8.8	8.1	15.9	21.0	25.5	28.5	9.9	5.8	9.0	18.0
35.	Playing competitive sports.	45.3	26.6	13.4	12.3	2.7	11.1	4.1	10.4	9.7	17.2	2.1	0.0
37.	Jogging, weight lifting or other exercise program.	61.3	40.9	10.4	12.6	6.2	8.5	2.9	3.7	2.0	7.4	0.9	0.7
33.	Camping, hiking, back-packing, hunting, fishing, etc.	43.3	29.2	14.7	20.9	8.8	12.6	17.4	7.2	5.7	7.2	0.6	0.0
40.	Picnicing, visits to parks, zoos, nature walks, or driving a car for pleasure.	45.0	44.3	13.0	20.8	11.9	3.3	9.6	9.3	6.0	6.9	3.2	0.0

TABLE 4.6 Continued

		Quality		Clothes		Facilities		Programs		Handicaps		Children		Other	
		P	NP	P	NP	P	NP	P	NP	P	NP	P	NP	P	NP
20.	Listening on radio or watching on TV classical music, opera, or dancing.	3.1	0.6	–	–	1.1	3.0	4.9	4.9	1.5	0.5	3.0	9.0	0.6	0.0
23.	Watching performances of jazz on TV or listening on the radio.	4.9	0.6	–	–	1.5	0.0	6.1	1.0	0.0	4.3	4.1	4.7	–	–
29.	Listening to radio broadcasts, your own recordings or watching TV productions of plays or poetry.	4.2	1.0	–	–	2.3	0.0	4.1	5.0	0.7	0.6	3.6	0.4	1.0	0.7
3.	Taking classes or attending lectures on art history, literature, etc., or belonging to a literature club.	–	–	0.8	0.3	0.9	0.9	2.6	1.3	3.1	2.3	5.9	5.8	0.0	1.4
4.	Watching regular TV programs day and night except sports and news.	5.8	10.9	0.4	0.0	–	–	5.8	21.0	1.6	1.3	8.0	5.8	–	–
21.	Listening to radio broadcasts of all other music.	2.2	5.1	0.1	0.0	1.0	1.9	8.6	11.6	0.5	6.0	5.3	5.1	0.7	0.0
22.	Listening to recordings.	1.6	6.0	0.0	1.0	0.6	0.0	0.3	0.4	0.5	0.7	6.7	0.5	0.3	0.0
15.	Going to rock or country and western or rhythm and blues concerts.	17.5	2.1	1.3	1.9	3.5	4.3	2.0	0.0	0.6	0.3	3.0	0.7	0.0	0.1
19.	Going to fairs and carnivals.	1.0	0.0			5.3	1.6	0.8	0.0	1.4	2.0	1.3	0.0	0.3	0.0
28.	Going to the movies.	3.9	3.1	2.1	1.7	3.0	2.8	8.5	7.1	0.5	0.5	7.1	0.3	0.3	0.0
6.	Watching sports on TV or listening on radio.	1.4	0.0	0.5	0.0	0.9	0.0	1.2	0.0	0.0	1.4	5.4	9.2	–	–
32.	Going to watch sports in person.	2.1	0.0	0.6	1.4	2.4	0.8	0.3	0.0	1.1	0.8	3.3	3.7	0.7	0.0
35.	Playing competitive sports.	1.3	0.0			4.9	4.2	1.3	0.0	11.4	8.5	2.9	9.7	0.9	0.0
37.	Jogging, weight lifting or other exercise program.	0.5	0.0	0.3	0.0	2.9	10.2	0.6	3.5	6.3	7.7	5.3	4.1	0.3	0.6
33.	Camping, hiking, back-packing, hunting, fishing, etc.	0.2	1.2	0.1	0.4	3.5	3.0	–	–	4.4	5.7	5.4	11.4	0.3	1.2
40.	Picnicing, visits to parks, zoos, nature walks, or driving a car for pleasure.	0.2	4.8	0.5	0.0	5.7	5.5	–	–	2.4	5.1	2.1	0.0	0.3	0.0

TABLE 4.6 Continued

		Time		Friends		Inconvenient		Cost		Availability		Crowds	
		P	NP	P	NP	P	NP	P	NP	P	NP	P	NP
42.	Playing with your children.	76.1	47.4	5.8	4.9	4.9	8.7	0.8	0.0	1.9	28.4	0.2	0.0
36.	Playing indoor activities or games with friends and/or family.	49.9	44.7	28.2	24.7	2.8	9.8	2.9	1.6	3.0	10.5	1.3	0.0
41.	Visiting with friends or family members, writing letters, talking to friends on the phone, etc.	58.9	54.0	5.2	28.3	14.8	0.9	8.9	9.2	2.6	0.0	0.4	0.0
34.	Going to church or doing other church-related activities.	44.3	39.8	17.1	20.0	7.6	10.6	0.5	0.0	1.5	1.6	0.8	2.1
44.	Playing with pets.	77.4	56.9	4.3	9.2	3.9	9.4	1.2	19.0	2.5	0.8	-	-
1.	Reading (fiction books, periodicals, and nonfiction).	75.8	67.1	4.2	19.6	1.3	2.9	4.6	0.6	0.7	1.9	-	-
5.	Watching news and information programs on TV or reading in newspapers and news/magazines.	61.0	54.1	12.0	10.4	1.7	14.1	0.7	0.0	4.3	5.5	-	-
43.	Do-it-yourself activities or hobbies.	57.9	44.5	2.6	7.0	1.6	0.0	25.8	27.8	2.6	6.8	-	-
45.	Sitting and thinking—day-dreaming.	78.8	92.1	3.0	5.2	1.3	0.9	0.3	0.0	3.0	0.9	2.1	0.0
38.	Charity, volunteer, social service, or political organization activities.	56.9	52.3	9.2	10.9	5.3	11.4	0.9	1.6	2.3	4.0	0.0	5.2
39.	Fraternal organization or club activities.	53.7	50.1	7.6	20.5	5.5	9.9	6.4	0.0	3.9	10.1	2.1	0.0

TABLE 4.6 Continued

		Quality		Clothes		Facilities		Programs		Handicaps		Children		Other	
		P	NP	P	NP	P	NP	P	NP	P	NP	P	NP	P	NP
42.	Playing with your children.	1.4	3.8	1.0	0.0	1.3	1.9	0.1	0.0	3.1	3.8	2.4	1.2	1.1	0.0
36.	Playing indoor activities or games with friends and/or family.	0.7	0.0	1.0	1.4	3.6	1.5	0.5	0.0	1.7	1.5	4.3	3.6	0.1	0.7
41.	Visiting with friends or family members, writing letters, talking to friends on the phone, etc.	1.0	4.7	2.4	0.0	-	-	-	-	1.8	1.0	3.6	1.2	0.4	0.8
34.	Going to church or doing other church-related activities.	1.4	1.1	11.6	3.9	0.9	1.9	2.9	12.0	4.7	6.0	6.3	1.0	0.4	0.0
44.	Playing with pets.	0.1	0.0	-	-	1.8	0.0	-	-	5.5	4.7	3.5	0.0	-	-
1.	Reading (fiction books, periodicals, and nonfiction).	-	-	-	-	0.5	0.0	-	0.0	1.9	2.1	10.8	5.7	-	-
5.	Watching news and information programs on TV or reading in newspapers and news/magazines.	2.3	8.4	0.7	0.0	0.6	0.0	5.7	1.0	1.3	1.1	9.2	5.2	0.6	0.0
43.	Do-it-yourself activities or hobbies.	0.3	3.6	-	-	1.6	2.9	-	-	4.5	3.3	4.7	1.5	0.6	2.9
45.	Sitting and thinking—day-dreaming.	1.6	0.0	-	-	0.6	0.0	-	-			11.8	1.0	0.2	0.0
38.	Charity, volunteer, social service, or political organization activities.	1.1	0.0	1.5	0.6	1.3	0.0	5.3	5.4	7.2	4.1	8.9	1.9	0.0	2.3
39.	Fraternal organization or club activities.	2.1	0.0	2.1	1.7	2.1	1.9	4.7	0.0	5.5	2.5	4.2	3.4	-	-

For arts related activities neither the interest of friends and family nor inconvenience distinghish between participants and nonparticipants in a systematic way. Availability is slightly more likely to be cited by nonparticipants for most passive away-from-home activities, but notably not for attending operas. As with previous predictors of both participation and desire to increase participation, the predictor variable is less likely to identify systematic differences among the non-arts activities.

The absence of strong differences between participants and nonparticipants on actionable barriers has the effect of reducing the policy makers' dilemma. On the basis of these first order comparisons different appeals to each group do not seem to be in order. Unfortunately the small number of nonparticipants who desire to increase participation does not permit a further reliable subdivision of these groups to test for second order relationships.

In the following seven tables results from the analysis of barriers cited by various SES and demographic groups will be presented. Because these analyses require a three-way cross tabulation, activity by SES/demographic characteristic by barrier, a presentation of the complete tables in the text is not practical.[5] For this reason only the most frequently cited barrier for each category of the variable will be presented in the table along with the proportion in the category that cited that barrier as the most important deterrent. The complete tables (activity by barrier by SES/demographic subgroup) are reported in APPENDIX K.

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[5] In addition to the complexity of the TABLES, cell size becomes an important factor in the analyses of these results. For this reason, analyses described in the text will be at a general level of specificity.

TABLE 4.7 shows differences in the most frequently cited barrier for men and women. For arts related activities women are much less likely to cite time as the primary deterrent to increased participation than men (12 times to 18 times). The difference is acounted for in the increased frequency that availability, cost and family/friends are cited. For non-arts activities there is no difference between the groups beyond occasional percentage differences. The most frequently cited barrier is the same for each activity.

TABLE 4.8 shows more differences across age groups than was true for sex differences, but still no consistentpattern. Of 22 arts related activities, ten show total agreement or agreement in four of the five age groups that time is the most important barrier to desired increased participation. Greatest agreement occurs for the active pursuits, including singing, playing an instrument, acting, painting and doing crafts. Disagreement occurs among the passive performing arts activities, but there are a variety of factors cited across age groups.

The youngest age group (18 to 29 years old) is more likely to cite availability (9 times) than any of the other groups. As age increases both time and availability level out (12 for the former, 4 or 5 for the latter) and a more diverse set of barriers is likely to be the most frequently cited. The 18-29 group cites three different barriers; the 30-39 group cited 4; the 40-49 group cites 4; the 50-64 group cites 5; and the 65+ group cites 5.

Again, there appear to be no systematic differences in the proportions who cite each barrier as most important. Even when several

TABLE 4.7

Most Frequently Cited Reason for not Increasing Participation for Each Sex Group

		male	%	female	%
17.	Going to symphony or chamber concerts.	time	(27)	family/friends	(25)
18.	Going to an opera.	availability	(24)	availability	(27)
13.	Going to choral concerts.	time	(32)	time	(24)
25.	Singing in or playing for a chorus, choir, or other singing group.	time	(52)	time	(38)
14.	Going to jazz concerts.	availability	(30)	availability	(28)
16.	Going to folk/ethnic concerts or festivals.	time	(26)	availability	(22)
24.	Playing an instrument in a group or for your own entertainment or taking music lessons.	time	(48)	time	(35)
10.	Painting, drawing, making sculpture, doing graphic art, taking photographs (as art) or making films yourself.	time	(39)	time	(44)
11.	Doing crafts.	time	(46)	time	(43)
12.	Taking art classes in painting, sculpture, graphics, film, or crafts.	time	(37)	cost	(30)
30.	Going to a ballet or modern dance performance.	availability	(29)	availability	(32)
31.	Going to a folk dancing performance.	availability	(40)	availability	(34)
26.	Going to theater performance.	time	(22)	cost	(23)
27.	Acting in plays or musicals, performing in a dance group, taking lessons in either, or providing behind the scene support.	time	(45)	time	(29)
2.	Writing novels, stories, plays, or poetry, or taking classes in writing.	time	(54)	time	(57)
7.	Visiting painting, graphic arts, photography or sculpture exhibits.	time	(30)	availability	(23)
8.	Visiting craft exhibits.	time	(39)	time	(24)
9.	Touring buildings, etc. for design or historic value or visiting history, science or technical museums.	time	(31)	availability	(26)
20.	Listening on radio or watching on TV classical music, opera, or dancing.	time	(41)	time	(43)
23.	Watching performances of jazz on TV or listening on the radio.	time	(41)	time	(51)
29.	Listening to radio broadcasts, your own recordings or watching TV productions of plays or poetry.	time	(40)	time	(36)
3.	Taking classes or attending lectures on art history, literature, etc., or belonging to a literature club.	time	(51)	time	(29)

TABLE 4.7 Continued

		male		female	
4.	Watching regular TV programs day and night except sports and news.	time	(36)	time	(47)
21.	Listening to radio broadcasts of all other music.	time	(62)	time	(60)
22.	Listening to recordings.	time	(56)	time	(56)
15.	Going to rock or country and western or rhythm and blues concerts.	cost	(24)	cost	(23)
19.	Going to fairs and carnivals.	cost	(22)	cost	(23)
28.	Going to the movies.	cost	(37)	cost	(35)
6.	Watching sports on TV or listening on radio.	time	(58)	time	(61)
32.	Going to watch sports in person.	cost	(28)	cost	(20)
35.	Playing competitive sports.	time	(44)	time	(27)
37.	Jogging, weight lifting or other exercise program.	time	(58)	time	(46)
33.	Camping, hiking, back-packing, hunting, fishing, etc.	time	(43)	time	(34)
40.	Picnicing, visits to parks, zoos, nature walks, or driving a car for pleasure.	time	(47)	time	(40)
42.	Playing with your children.	time	(58)	time	(71)
36.	Playing indoor activities or games with friends and/or family.	time	(49)	time	(45)
41.	Visiting with friends or family members, writing letters, talking to friends on the phone, etc.	time	(52)	time	(57)
34.	Going to church or doing other church-related activities.	time	(45)	time	(36)
44.	Playing with pets.	time	(58)	time	(73)
1.	Reading (fiction books, periodicals, and nonfiction).	time	(74)	time	(68)
5.	Watching news and information programs on TV or reading in newspapers and news/magazines.	time	(61)	time	(45)
43.	Do-it-yourself activities or hobbies.	time	(53)	time	(55)
45.	Sitting and thinking—day-dreaming.	time	(71)	time	(71)
38.	Charity, volunteer, social service, or political organization activities.	time	(52)	time	(37)
39.	Fraternal organization or club activities.	time	(47)	time	(49)

TABLE 4.3
Most Frequently Cited Reason for Not Increasing Participation for Each Age Group

		18-29	30-39	40-49	50-64	65 +
17.	Going to symphony or chamber concerts.	avail (25)	time (22)	fam/friends (43)	avail (25)	time (28)
18.	Going to an opera.	avail (29)	time (25)	fam/friends (44)	avail (26)	avail (22)
13.	Going to choral concerts.	time (24)	time (36)	time (26)	time (27)	time (24)
25.	Singing in or playing for a chorus, choir, or other singing group.	time (45)	time (56)	time (50)	time (52)	time (47)
14.	Going to jazz concerts.	avail (28)	avail (34)	avail (35)	avail (32)	quality (26)
16.	Going to folk/ethnic concerts or festivals.	avail (26)	time (27)	fam/friends (29)	inconven (29)	inconven (30)
24.	Playing an instrument in a group or for your own entertainment or taking music lessons.	time (44)	time (53)	time (48)	time (42)	time (50)
10.	Painting, drawing, making sculpture, doing graphic art, taking photographs (as art) or making films yourself.	time (44)	time (59)	time (38)	time (40)	time (38)
11.	Doing crafts.	time (45)	time (53)	time (39)	time (48)	time (42)
12.	Taking art classes in painting, sculpture, graphics, film, or crafts.	cost (31)	time (40)	time (33)	cost (25)	time (36)
30.	Going to a ballet or modern dance performance.	avail (39)	fam/friends (35)	avail (40)	fam/friends (31)	cost (28)
31.	Going to a folk dancing performance.	avail (42)	avail (30)	avail (37)	avail (37)	avail (36)
26.	Going to theater performances.	avail (20)	cost (26)	cost (24)	cost (21)	cost (47)
27.	Acting in plays or musicals, performing in a dance group, taking lessons in either, or providing behind the scene support.	time (40)	time (32)	time (41)	time (34)	time (55)
2.	Writing novels, stories, plays, or poetry, or taking classes in writing.	time (65)	time (77)	time (46)	time (36)	time (47)
7.	Visiting painting, graphic arts, photography or sculpture exhibits.	avail (25)	time (40)	time (29)	avail (26)	avail (23)
8.	Visiting craft exhibits.	time (29)	time (38)	time (26)	time (25)	inconven (25)
9.	Touring buildings, etc. for design or historic value or visiting history, science or technical museums.	avail (28)	time (37)	avail (28)	time (30)	avail (25)

TABLE 4.8 Continued

		18-29	30-39	40-49	50-64	65 +
20.	Listening on radio or watching on TV classical music, opera, or dancing.	time (53)	time (47)	fam/friends (45)	time (39)	time (50)
23.	Watching performances of jazz on TV or listening on the radio.	time (45)	time (28)	time (37)	time (60)	time (67)
29.	Listening to radio broadcasts, your own recordings or watching TV productions of plays or poetry.	time (47)	time (50)	fam/friends (41)	time (47)	time (32)
3.	Taking classes or attending lectures on art history, literature, etc., or belonging to a literature club.	time (36)	time (49)	time (47)	inconven (33)	inconven (37)
4.	Watching regular TV programs day and night except sports and news.	time (46)	time (59)	time (37)	time (37)	programs (52)
21.	Listening to radio broadcasts of all other music.	time (65)	time (71)	time (62)	time (60)	time (48)
22.	Listening to recordings.	time (59)	time (65)	time (61)	time (57)	time (61)
15.	Going to rock or country and western or rhythm and blues concerts.	cost (27)	cost (28)	fam/friends (22)	inconven (22)	inconven (35)
19.	Going to fairs and carnivals.	cost (25)	cost (29)	avail (21)	time (23)	crowds (22)
28.	Going to the movies.	cost (43)	cost (43)	cost (30)	avail (30)	cost (33)
6.	Watching sports on TV or listening on radio.	time (67)	time (68)	time (50)	time (55)	time (66)
32.	Going to watch sports in person.	cost (23)	cost (30)	cost (26)	cost (28)	cost (27)
35.	Playing competitive sports.	time (43)	time (46)	time (32)	handicaps (60)	fam/friend (54
37.	Jogging, weight lifting or other exercise program.	time (57)	time (64)	time (60)	time (52)	time (45)
33.	Camping, hiking, back-packing, hunting, fishing, etc.	time (41)	time (49)	time (35)	time (45)	handicaps (27)
40.	Picnicing, visits to parks, zoos, nature walks, or driving a car for pleasure.	time (49)	time (46)	time (50)	time (38)	time (28)

TABLE 4.8 Continued

		18-29	30-39	40-49	50-64	65 +
42.	Playing with your children.	time (84)	time (88)	time (68)	time (52)	inconven (42)
36.	Playing indoor activities or games with friends and/or family.	time (52)	time (52)	time (55)	fam/friend (45)	fam/friend (33)
41.	Visiting with friends or family members, writing letters, talking to friends on the phone, etc.	time (57)	time (71)	time (65)	time (58)	time (34)
34.	Going to church or doing other church-related activities.	time (43)	time (57)	time (48)	time (42)	time (32)
44.	Playing with pets.	time (80)	time (82)	time (59)	time (60)	handicaps (39)
1.	Reading (fiction books, periodicals, and nonfiction).	time (70)	time (78)	time (82)	time (76)	time (76)
5.	Watching news and information programs on TV or reading in newspapers and news/magazines.	time (65)	time (55)	time (52)	time (67)	time (52)
43.	Do-it-yourself activities or hobbies.	time (51)	time (62)	time (70)	time (60)	time (38)
45.	Sitting and thinking—day-dreaming.	time (81)	time (79)	time (90)	time (79)	time (59)
38.	Charity, volunteer, social service, or political organization activities.	time (50)	time (68)	time (53)	time (68)	handicaps (43)
39.	Fraternal organization or club activities.	time (66)	time (48)	time (52)	time (47)	time (38)

different barriers are cited by the different groups, they tend to be mentioned by approximately the same proportion of individuals. The lack of variance for either the particular barrier or the proportion citing it is again more pronounced for the non-arts activities. It is only among the two oldest groups that the impact of time and cost begin to be overcome by other factors, particularly inconvenience and family/friends.

TABLE 4.9 shows the most frequently cited barrier across number of children categories. Among arts-related activities time is less likely to be the most important factor as the number of children increases. Time is most important for 15 of 22 activities for those with no children, and only 9 of 22 for those with three or more children. Most of the difference is accounted for in the increase of family and friends (f/f) as the most important factor. Thus, respondents with more children are more likely to cite family barriers, although not specifically children, as the primary reasons for not increasing desired activity levels in arts-related activities.[6]

TABLE 4.10 shows differences between Blacks and Whites. Unlike the previous variables, race seems to make a substantial difference in the selection of barriers to increased participation. For arts

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[6] The reader should bear in mind that most frequently cited is not always the same as being cited by a majority of respondents. Many of those barriers which are most frequently cited account for only 20-30% of the respondents and, in those instances, there are likely to be one or two other barriers which are cited almost as frequently. Usually, time is one of the important secondary factors if it is not the most important. Other factors can often be identified by looking at what is most important in other categories.

TABLE 4.9

Most Frequently Cited Reason for not Increasing Participation by Number of Children

		None	One	Two	Three or More
17.	Going to symphony or chamber concerts.	time (23)	*f/f (31)	*avail (25)	f/f (56)
18.	Going to an opera.	avail (29)	f/f (30)	f/f (23)	f/f (26)
13.	Going to choral concerts.	time (26)	time (32)	time (27)	f/f (21)
25.	Singing in or playing for a chorus, choir, or other singing group.	time (56)	time (31)	time (31)	time (38)
14.	Going to jazz concerts.	avail (35)	f/f (27)	f/f (23)	avail (28)
16.	Going to folk/ethnic concerts or festivals.	time (20)	avail (25)	avail (27)	f/f (20)
24.	Playing an instrument in a group or for your own entertainment or taking music lessons.	time (40)	time (34)	cost (46)	time (30)
10.	Painting, drawing, making sculpture, doing graphic art, taking photographs (as art) or making films yourself.	time (54)	time (43)	time (35)	time (28)
11.	Doing crafts.	time (56)	time (35)	time (53)	time (32)
12.	Taking art classes in painting, sculpture, graphics, film, or crafts.	time (35)	cost (33)	cost (28)	cost (24)
30.	Going to a ballet or modern dance performance.	avail (38)	f/f (36)	avail (30)	avail (29)
31.	Going to a folk dancing performance.	avail (40)	avail (30)	avail (38)	f/f (32)
26.	Going to theater performance.	*incon (19)	f/f (24)	cost (28)	avail (22)
27.	Acting in plays or musicals, performing in a dance group, taking lessons in either, or providing behind the scene support.	time (43)	f/f (27)	time (28)	incon (20)
2.	Writing novels, stories, plays, or poetry, or taking classes in writing.	time (67)	time (45)	time (46)	time (60)
7.	Visiting painting, graphic arts, photography or sculpture exhibits.	avail (25)	time (24)	time (26)	time (29)
8.	Visiting craft exhibits.	time (28)	time (27)	time (30)	time (31)
9.	Touring buildings, etc. for design or historic value or visiting history, science or technical museums.	avail (25)	time (24)	time (32)	time (31)
20.	Listening on radio or watching on TV classical music, opera, or dancing.	time (46)	time (47)	time (39)	f/f (27)
23.	Watching performances of jazz on TV or listening on the radio.	time (57)	time (26)	time (33)	f/f (54)
29.	Listening to radio broadcasts, your own recordings or watching TV productions of plays or poetry.	time (49)	time (32)	f/f (33)	f/f (28)
3.	Taking classes or attending lectures on art history, literature, etc., or belonging to a literature club.	time (38)	time (42)	time (48)	time (38)

*f/f = family & friends avail = available incon = inconvenient

TABLE 4.9 Continued

		None	One	Two	Three or More
4.	Watching regular TV programs day and night except sports and news.	*progr (39)	time (32)	time (38)	time (48)
21.	Listening to radio broadcasts of all other music.	time (68)	time (72)	time (60)	time (54)
22.	Listening to recordings.	time (59)	time (73)	time (48)	time (30)
15.	Going to rock or country and western or rhythm and blues concerts.	cost (26)	cost (21)	cost (26)	cost (23)
19.	Going to fairs and carnivals.	avail (19)	cost (27)	cost (34)	cost (22)
28.	Going to the movies.	cost (38)	cost (28)	cost (38)	cost (25)
6.	Watching sports on TV or listening on radio.	time (71)	time (59)	time (51)	time (55)
32.	Going to watch sports in person.	cost (25)	cost (25)	cost (27)	cost (17)
35.	Playing competitive sports.	time (35)	time (33)	time (50)	time (40)
37.	Jogging, weight lifting or other exercise program.	time (55)	time (53)	time (48)	time (43)
33.	Camping, hiking, back-packing, hunting, fishing, etc.	time (45)	time (39)	time (35)	time (38)
40.	Picnicing, visits to parks, zoos, nature walks, or driving a car for pleasure.	time (49)	time (40)	time (37)	time (34)
42.	Playing with your children.	time (33)	time (73)	time (79)	time (72)
36.	Playing indoor activities or games with friends and/or family.	time (50)	time (40)	time (56)	time (40)
41.	Visiting with friends or family members, writing letters, talking to friends on the phone, etc.	time (57)	time (56)	time (61)	time (48)
34.	Going to church or doing other church-related activities.	time (39)	time (38)	time (46)	time (28)
44.	Playing with pets.	time (65)	time (62)	time (83)	time (59)
1.	Reading (fiction books, periodicals, and nonfiction).	time (77)	time (69)	time (59)	time (60)
5.	Watching news and information programs on TV or reading in newspapers and news/magazines.	time (72)	time (52)	time (58)	time (66)
43.	Do-it-yourself activities or hobbies.	time (55)	time (51)	time (56)	time (55)
45.	Sitting and thinking—day-dreaming.	time (72)	time (67)	time (63)	time (70)
38.	Charity, volunteer, social service, or political organization activities.	time (62)	time (45)	time (50)	time (40)
39.	Fraternal organization or club activities.	time (59)	time (43)	time (35)	time (41)

* progr = programs

TABLE 4.10

Most Frequently Cited Reason for not Increasing Participation for Each Racial Group

		black		white	
17.	Going to symphony or chamber concerts.	family/friends	(30)	family/friends	(21)
18.	Going to an opera.	availability	(27)	availability	(29)
13.	Going to choral concerts.	inconvenient	(27)	time	(30)
25.	Singing in or playing for a chorus, choir, or other singing group.	time	(24)	time	(53)
14.	Going to jazz concerts.	availability	(21)	availability	(34)
16.	Going to folk/ethnic concerts or festivals.	family/friends	(22)	availability	(26)
24.	Playing an instrument in a group or for your own entertainment or taking music lessons.	cost	(31)	time	(50)
10.	Painting, drawing, making sculpture, doing graphic art, taking photographs (as art) or making films yourself.	time	(36)	time	(47)
11.	Doing crafts.	time	(32)	time	(47)
12.	Taking art classes in painting, sculpture, graphics, film, or crafts.	cost	(26)	time	(31)
30.	Going to a ballet or modern dance performance.	availability	(49)	availability	(32)
31.	Going to a folk dancing performance.	availability	(32)	availability	(38)
26.	Going to theater performance.	inconvenient	(29)	cost	(25)
27.	Acting in plays or musicals, performing in a dance group, taking lessons in either, or providing behind the scene support.	inconvenient	(23)	time	(41)
2.	Writing novels, stories, plays, or poetry, or taking classes in writing.	time	(39)	time	(65)
7.	Visiting painting, graphic arts, photography or sculpture exhibits.	inconvenient	(28)	time	(27)
8.	Visiting craft exhibits.	time	(33)	time	(29)
9.	Touring buildings, etc. for design or historic value or visiting history, science or technical museums.	availability	(30)	time	(28)
20.	Listening on radio or watching on TV classical music, opera, or dancing.	family/friends	(31)	time	(46)
23.	Watching performances of jazz on TV or listening on the radio.	family/friends	(37)	time	(51)
29.	Listening to radio broadcasts, your own recordings or watching TV productions of plays or poetry.	family/friends	(28)	time	(47)
3.	Taking classes or attending lectures on art history, literature, etc., or belonging to a literature club.	inconvenient	(32)	time	(39)

TABLE 4.10 Continued

		black	white
4.	Watching regular TV programs day and night except sports and news.	time (36)	time (45)
21.	Listening to radio broadcasts of all other music.	time (48)	time (66)
22.	Listening to recordings.	time (55)	time (61)
15.	Going to rock or country and western or rhythm and blues concerts.	family/friends (25)	cost (25)
19.	Going to fairs and carnivals.	cost (29)	cost (23)
28.	Going to the movies.	cost (32)	cost (39)
6.	Watching sports on TV or listening on radio.	time (61)	time (62)
32.	Going to watch sports in person.	crowds (24)	cost (28)
35.	Playing competitive sports.	time (46)	time (39)
37.	Jogging, weight lifting or other exercise program.	time (57)	time (59)
33.	Camping, hiking, back-packing, hunting, fishing, etc.	time (35)	time (43)
40.	Picnicing, visits to parks, zoos, nature walks, or driving a car for pleasure.	time (39)	time (46)
42.	Playing with your children.	time (62)	time (76)
36.	Playing indoor activities or games with friends and/or family.	time (44)	time (50)
41.	Visiting with friends or family members, writing letters, talking to friends on the phone, etc.	time (45)	time (60)
34.	Going to church or doing other church-related activities.	time (26)	time (47)
44.	Playing with pets.	time (48)	time (77)
1.	Reading (fiction books, periodicals, and nonfiction).	time (43)	time (79)
5.	Watching news and information programs on TV or reading in newspapers and news/magazines.	time (39)	time (64)
43.	Do-it-yourself activities or hobbies.	time (49)	time (58)
45.	Sitting and thinking—day-dreaming.	time (60)	time (84)
38.	Charity, volunteer, social service, or political organization activities.	time (44)	time (59)
39.	Fraternal organization or club activities.	time (61)	time (53)

related activities there is disagreement on the most important barrier on 12 of the 22 activities. Most of the disagreement is accounted for by the tendency of Blacks to cite family/friends and inconvenient more often than Whites (f/f 5 times and inconvenient 5 times for Blacks to f/f once for Whites). Whites cite time as most important 15 times to only 6 times for Blacks. The basic modal approach to the resolution of problems which Blacks have in increasing activity levels in many areas, then, would seem to be much different than for Whites.

The same differences do not exist for non-arts activities. Both groups select time as the most important barrier 19 of 23 times. There is, however, a difference in the average proportion who select that alternative. Blacks, on the average, have a much smaller proportion who select time as a major barrier than Whites. Thus, other factors play a somewhat larger role for Blacks among non-arts activities also, but not to the extent they do for arts related activities.

TABLE 4.11 presents differences based on community size. In this TABLE five size categories are used to distinguish communities of different sizes. Since many of the arts related activities are generally associated with larger cities, it was expected that availability would play a major role in both participation levels and as barriers to increased participation. Participation was addressed in TABLE 2.26, and the outcome generally confirmed the hypothesis. Individuals from small towns are much more likely to cite availability as the major reason for not increasing participation than are individuals from larger cities. In the most simple comparison: Availability is

TABLE 4.11

Most Frequently Cited Reason for Not Increasing Participation for Each Community Size Group

		500,000 +	100,000-499,999	10,000-99,999	2,500-9,999	rural
17.	Going to symphony or chamber concerts.	time (29)	fam/friends (29)	avail (26)	avail (36)	avail (34)
18.	Going to an opera.	fam/friends (33)	cost (22)	avail (40)	avail (57)	avail (25)
13.	Going to choral concerts.	time (36)	time (28)	time (23)	avail (36)	time (25)
25.	Singing in or playing for a chorus, choir, or other singing group.	time (48)	time (47)	time (45)	time (56)	time (32)
14.	Going to jazz concerts.	cost (22)	avail (33)	avail (30)	avail (33)	avail (38)
16.	Going to folk/ethnic concerts or festivals.	time (19)	avail (24)	avail (25)	avail (33)	avail (32)
24.	Playing an instrument in a group or for your own entertainment or taking music lessons.	time (55)	cost (33)	time (37)	time (44)	time (37)
10.	Painting, drawing, making sculpture, doing graphic art, taking photographs (as art) or making films yourself.	time (50)	time (51)	time (44)	time (24)	time (35)
11.	Doing crafts.	time (48)	time (48)	time (43)	time (38)	time (41)
12.	Taking art classes in painting, sculpture, graphics, film, or crafts.	time (43)	cost (33)	time (29)	avail (28)	cost (26)
30.	Going to a ballet or modern dance performance.	fam/friends (29)	fam/friends (32)	avail (35)	avail (77)	avail (35)
31.	Going to a folk dancing performance.	avail (26)	fam/friends (28)	avail (40)	avail (59)	avail (39)
26.	Going to theater performances.	cost (24)	cost (31)	avail (23)	avail (38)	avail (22)
27.	Acting in plays or musicals, performing in a dance group, taking lessons in either, or providing behind the scene support.	time (53)	time (37)	time (30)	avail (46)	avail (30)
2.	Writing novels, stories, plays, or poetry, or taking classes in writing.	time (67)	time (60)	time (50)	time (21)	time (45)
7.	Visiting painting, graphic arts, photography or sculpture exhibits.	time (41)	time (28)	avail (26)	avail (38)	avail (38)
8.	Visiting craft exhibits.	time (38)	time (27)	time (28)	avail (27)	inconven (24)
9.	Touring buildings, etc. for design or historic value or visiting history, science or technical museums.	time (34)	time (33)	time (26)	avail (42)	avail (37)

TABLE 4.11Continued

		500,000 +	100,000-499,999	10,000-99,999	2,500-9,999	rural
20.	Listening on radio or watching on TV classical music, opera, or dancing.	time (36)	time (49)	time (50)	time (43)	time (33)
23.	Watching performances of jazz on TV or listening on the radio.	time (48)	time (51)	time (42)	time (59)	fam/friends (45)
29.	Listening to radio broadcasts, your own recordings or watching TV productions of plays or poetry.	time (44)	time (44)	time (43)	time (52)	avail (32)
3.	Taking classes or attending lectures on art history, literature, etc., or belonging to a literature club.	time (50)	time (38)	time (38)	inconven (28)	avail (23)
4.	Watching regular TV programs day and night except sports and news.	time (42)	time (43)	time (41)	time (56)	time (35)
21.	Listening to radio broadcasts of all other music.	time (71)	time (64)	time (64)	time (70)	time (46)
22.	Listening to recordings.	time (60)	time (54)	time (61)	time (73)	time (40)
15.	Going to rock or country and western or rhythm and blues concerts.	crowds (24)	cost (35)	cost (19)	avail (24)	cost (25)
19.	Going to fairs and carnivals.	cost (24)	cost (24)	cost (24)	time (21)	avail (19)
28.	Going to the movies.	cost (44)	cost (44)	cost (32)	cost (26)	cost (29)
6.	Watching sports on TV or listening on radio.	time (57)	time (71)	time (56)	time (69)	time (50)
32.	Going to watch sports in person.	cost (32)	cost (29)	cost (26)	time (25)	inconven (22)
35.	Playing competitive sports.	time (42)	time (38)	time (38)	time (54)	time (23)
37.	Jogging, weight lifting or other exercise program.	time (55)	time (52)	time (54)	time (49)	time (46)
33.	Camping, hiking, back-packing, hunting, fishing, etc.	time (40)	time (46)	time (29)	time (48)	time (38)
40.	Picnicing, visits to parks, zoos, nature walks, or driving a car for pleasure.	time (52)	time (48)	time (41)	time (39)	time (34)

TABLE 4.11 Continued

		500,000 +	100,000-499,999	10,000-99,999	2,500-9,999	rural
42.	Playing with your children.	time (67)	time (68)	time (64)	time (64)	time (64)
36.	Playing indoor activities or games with friends and/or family.	time (49)	time (52)	time (44)	time (55)	time (39)
41.	Visiting with friends or family members, writing letters, talking to friends on the phone, etc.	time (59)	time (61)	time (52)	time (58)	time (48)
34.	Going to church or doing other church-related activities.	time (42)	time (39)	time (43)	time (45)	time (36)
44.	Playing with pets.	time (69)	time (65)	time (68)	time (71)	time (54)
1.	Reading (fiction books, periodicals, and nonfiction).	time (75)	time (72)	time (71)	time (77)	time (62)
5.	Watching news and information programs on TV or reading in newspapers and news/magazines.	time (64)	time (61)	time (58)	time (53)	time (50)
43.	Do-it-yourself activities or hobbies.	time (60)	time (55)	time (52)	time (51)	time (52)
45.	Sitting and thinking–day-dreaming.					
38.	Charity, volunteer, social service, or political organization activities.	time (55)	time (43)	time (57)	time (60)	time (46)
39.	Fraternal organization or club activities.	time (64)	time (56)	time (45)	time (71)	time (34)

the most important barrier for only one activity in the largest cities; it is most important twice in the next largest cities (100,000-499,999); it is most important 8 times in medium-sized towns (10,000-99,999); and it is most important 13 and 12 times for small towns (2,500-9,999) and rural communities respectively. In addition, the pattern of activities for which availability is the most important deterrent to increased participation is almost a perfect scale, i.e., if availability is most important for the larger community, it is also most important for each subsequent smaller community in all but three of 24 possible instances. In most cases, availability supplants time as the most important factor.

The second major component of availability as a deterrent to increased participation is the type of activities to which it is applied. As would be expected, it is concentrated on the performing arts and those visual arts most likely to be done away from home. Thus, the single most important factor in getting small town and rural people to increase participation in these activities would seem to be to make the activities available.[7]

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[7] Two factors must be considered before a pronouncement such as this can be acted upon. The first is that people in small towns and rural areas were the least likely to be seeking to increase participation in these activities. This means that the impact of an increased availability, even under the best circumstances, would be minimal. Second, there is no way to test the validity of perceptions of unavailability. It is possible that communications was the major problem and not actual availability. Some test of that possibility would have to be made before any plan were designed.

Education level, which had served as the best SES predictor variable for both current participation and desired increase in participation, does not fill the same role in predicting most frequently cited barriers to increased participation. An inspection of TABLE 4.12 reveals that, while there are some education associated differences, knowledge of education level does very little to increase our ability ot predict the selection of most important barriers to increased participation. Differences for arts related activities include the following:

(1) In the four groups of individuals with some college, fewer different barriers are likely to be cited (an average of 3 versus an average of 4.5 for the lower education groups).

(2) Those with some college are more likely to cite time as a barrier to increased participation by an average of 14.75 to 9.

(3) In the two lowest education groups the lack of interest by family and friends is much more likely to be the most common barrier than for higher education groups. In fact, these are the only groups where this barrier is relatively common. Most of the activities where family/friends is the most cited barrier are performing arts, although the specific activities vary across classical, folk and jazz expressions.

TABLE 4.12 Most Frequently Cited Reason for not Increasing Participation for Each Education Group

		to 8th		8+ not grad HS		grad HS		some college		grad 4 yr college		post grad		PhD	
17.	Going to symphony or chamber concerts.	*f/f	(31)	f/f	(50)	*avail	(27)	f/f	(23)	time	(32)	avail	(21)	f/f	(33)
18.	Going to an opera.	avail	(31)	f/f	(28)	avail	(36)	f/f	(23)	f/f	(27)	avail	(36)	f/f	(37)
13.	Going to choral concerts.	f/f	(22)	cost	(16)	time	(29)	time	(34)	time	(38)	time	(40)	avail	(52)
25.	Singing in or playing for a chorus, choir, or other singing group.	time	(63)	time	(35)	time	(45)	time	(62)	time	(56)	time	(77)	time	(100)
14.	Going to jazz concerts.	f/f	(32)	cost	(27)	avail	(25)	avail	(26)	avail	(45)	avail	(45)	avail	(45)
16.	Going to folk/ethnic concerts or festivals.	avail	(42)	inconv	(33)	avail	(21)	avail	(23)	time	(29)	avail	(30)	time	(77)
24.	Playing an instrument in a group or for your own entertainment or taking music lessons.	time	(63)	cost	(27)	cost	(40)	time	(50)	time	(53)	time	(67)	time	(83)
10.	Painting, drawing, making sculpture, doing graphic art, taking photographs (as art) or making films yourself.	time	(33)	time	(30)	time	(43)	time	(54)	time	(65)	time	(51)	time	(34)
11.	Doing crafts.	time	(29)	cost	(27)	time	(46)	time	(54)	time	(59)	time	(64)	time	(100)
12.	Taking art classes in painting, sculpture, graphics, film, or crafts.	time	(34)	cost	(43)	cost	(32)	time	(34)	time	(52)	time	(46)	time	(67)
30.	Going to a ballet or modern dance performance.	time	(33)	f/f	(29)	avail	(36)	avail	(34)	avail	(42)	avail	(33)	f/f	(45)
31.	Going to a folk dancing performance.	f/f	(41)	f/f	(26)	avail	(44)	avail	(36)	avail	(43)	avail	(42)	avail	(52)
26.	Going to theater performances.	cost	(33)	*inconv	(30)	cost	(25)	avail	(21)	time	(20)	time	(21)	time	(30)
27.	Acting in plays or musicals, performing in a dance group, taking lessons in either, or providing behind the scene support.	time	(67)	f/f	(20)	avail	(34)	time	(46)	time	(60)	time	(35)	time	(100)
2.	Writing novels, stories, plays, or poetry, or taking classes in writing.	time	(89)	time	(41)	time	(56)	time	(64)	time	(74)	time	(63)	time	(100)
7.	Visiting painting, graphic arts, photography or sculpture exhibits.	f/f	(17)	inconv	(33)	avail	(29)	time	(34)	time	(41)	avail	(41)	time	(49)
8.	Visiting craft exhibits.	avail	(35)	inconv	(28)	time	(26)	time	(32)	time	(55)	time	(34)	avail	(58)
9.	Touring buildings, etc. for design or historic value or visiting history, science or technical museums.	cost	(29)	avail	(42)	time	(28)	time	(31)	time	(39)	time	(33)	time	(40)

* f/f - family/friends avail - availability inconv - inconvenience
progs - programs qual - quality

TABLE 4.12 Continued

		to 8th	8+ not grad HS	grad HS	some college	grad 4 yr college	post grad	PhD
20.	Listening on radio or watching on TV classical music, opera, or dancing.	time (65)	f/f (43)	time (41)	time (48)	time (52)	time (39)	incon (49)
23.	Watching performances of jazz on TV or listening on the radio.	time (66)	f/f (57)	time (47)	time (44)	avail (48)	time (55)	avail (46)
29.	Listening to radio broadcasts, your own recordings or watching TV productions of plays or poetry.	time (51)	time (45)	time (36)	time (43)	time (41)	time (63)	avail (52)
3.	Taking classes or attending lectures on art history, literature, etc., or belonging to a literature club.	time (48)	time (21)	inconv (31)	time (47)	time (47)	time (50)	time (73)
4.	Watching regular TV programs day and night except sports and news.	time (51)	time (33)	time (44)	time (50)	progs (43)	time (68)	
21.	Listening to radio broadcasts of all other music.	time (64)	time (71)	time (63)	time (64)	time (72)	time (69)	time (100)
22.	Listening to recordings.	time (65)	time (58)	time (59)	time (60)	time (74)	time (69)	time (74)
15.	Going to rock or country and western or rhythm and blues concerts.	incon (23)	cost (23)	cost (27)	cost (23)	time (26)	cost (24)	incon (39)
19.	Going to fairs and carnivals.	crowds (21)	cost (34)	cost (29)	time (22)	time (32)	avail (42)	avail (47)
28.	Going to the movies.	cost (28)	cost (33)	cost (37)	cost (39)	cost (40)	cost (38)	time (57)
6.	Watching sports on TV or listening on radio.	time (56)	time (56)	time (61)	time (65)	time (75)	time (55)	time (100)
32.	Going to watch sports in person.	cost (27)	time (27)	cost (29)	cost (24)	time (29)	cost (36)	time (47)
35.	Playing competitive sports.	time (34)	time (37)	time (36)	time (41)	time (50)	time (47)	time (83)
37.	Jogging, weight lifting or other exercise program.	time (41)	time (42)	time (54)	time (64)	time (67)	time (69)	time (68)
33.	Camping, hiking, back-packing, hunting, fishing, etc.	time (39)	time (32)	time (38)	time (47)	time (53)	time (40)	time (75)
40.	Picnicing, visits to parks, zoos, nature walks, or driving a car for pleasure.	time (38)	time (29)	time (42)	time (55)	time (60)	time (47)	time (65)

TABLE 4.12 Continued

		to 8th	8+ not grad HS	grad HS	some college	grad 4 yr college	post grad	PhD
42.	Playing with your children.	time (23)	time (67)	time (79)	time (76)	time (78)	time (80)	time (100)
36.	Playing indoor activities or games with friends and/or family.	time (26)	time (44)	time (49)	time (51)	time (60)	time (57)	f/f (46)
41.	Visiting with friends or family members, writing letters, talking to friends on the phone, etc.	time (27)	time (43)	time (62)	time (62)	time (70)	time (76)	time (53)
34.	Going to church or doing other church-related activities.	incon (21)	time (26)	time (47)	time (53)	time (62)	time (44)	time (70)
44.	Playing with pets.	f/f (37)	time (75)	time (81)	time (75)	time (59)	time (91)	time (75)
1.	Reading (fiction books, periodicals, and nonfiction).	time (66)	time (57)	time (77)	time (79)	time (83)	time (84)	time (71)
5.	Watching news and information programs on TV or reading in newspapers and news/magazines.	time (46)	time (53)	time (61)	time (62)	time (69)	time (71)	*qual. (64)
43.	Do-it-yourself activities or hobbies.	cost (53)	time (48)	time (51)	time (64)	time (68)	time (70)	time (100)
45.	Sitting and thinking–day-dreaming.	time (48)	time (84)	time (82)	time (84)	time (80)	time (100)	time (100)
38.	Charity, volunteer, social service, or political organization activities.	crowds (36)	time (46)	time (49)	time (60)	time (72)	time (77)	time (88)
39.	Fraternal organization or club activities.	incon (60)	time (42)	time (59)	time (44)	time (81)	time (63)	

There is no discernable pattern across education groups for the selection of barriers to increased participation in non-arts activities. Almost all subgroups select either cost or time as the most chosen barrier.

TABLE 4.13 shows the distribution of most important barriers across eight income groups. The intuitively expected pattern is a decreased likelihood for cost to be a factor as income increases. For arts related activities this expectation is mildly supported. In the $5,001 to $8,000 group there are five activities in which cost is the most cited barrier. In the $8,001 to $10,000 group there are three activities. In the $10,001 to $15,000 group there is one activity. In the $15,001 to $20,000 group there are two activities, and in the two highest income groups there are none. The $5,000 and below group has only one activity in which cost is most important; however, this group also contains many students and retirees which could reflect a different set of perspectives on barriers (see TABLE 4.14).

Again, the most important barriers to increasing non-arts activities are unrelated to the predictor variable, income.

Time is the largest single barrier for more than half of the arts related activities for white collar workers, blue collar workers, service workers, and students. (TABLE 4.14). However, it is most important for farmers, housewives, and retired persons only 3, 7, and 8 times respectively. For farmers availability is most likely to be the major barrier (10 times). This compliments the finding for rural areas in TABLE 4.11. For housewives the absence of interest by family

TABLE 4.13 Most Frequently Cited Reason for not Increasing Participation for Each Income Group Over All Activities

		to 5000		5001- 8000		8001- 10000		10001- 12000		12001- 15000		15001- 20000		20001- 30000		over 30000	
17.	Going to symphony or chamber concerts	*inc	(19)	cost	(50)	*avl	(31)	*f/f	(46)	avl	(25)	avl	(20)	f/f	(27)	f/f	(33)
18.	Going to an opera.	avl	(26)	avl	(40)	avl	(32)	avl	(49)	time	(23)	avl	(33)	f/f	(34)	f/f	(33)
13.	Going to choral concerts.	inc	(30)	f/f	(29)	time	(30)	inc	(28)	time	(33)	time	(26)	time	(44)	time	(42)
25.	Singing in or playing for a chorus, choir, or other singing group.	time	(54)	time	(35)	time	(30)	time	(45)	time	(50)	time	(53)	time	(51)	time	(66)
14.	Going to jazz concerts.	avl	(30)	f/f	(27)	cost	(25)	f/f	(38)	avl	(33)	avl	(29)	avl	(34)	avl	(45)
16.	Going to folk/ethnic concerts or festivals.	inc	(26)	cost	(36)	avl	(55)	f/f	(32)	avl	(24)	avl	(23)	inc	(26)	time	(25)
24.	Playing an instrument in a group or for your own entertainment or taking music lessons.	time	(40)	time	(52)	cost	(67)	cost	(32)	time	(51)	cost	(39)	time	(58)	time	(68)
10.	Painting, drawing, making sculpture, doing graphic art, taking photographs (as art) or making films yourself.	time	(43)	time	(38)	time	(36)	time	(47)	time	(42)	time	(44)	time	(49)	time	(64)
11.	Doing crafts.	time	(39)	cost	(38)	time	(39)	time	(39)	time	(45)	time	(52)	time	(48)	time	(71)
12.	Taking art classes in painting, sculpture, graphics, film, or crafts.	cost	(43)	inc	(31)	time	(27)	cost	(28)	cost	(32)	time	(40)	time	(30)	time	(48)
30.	Going to a ballet or modern dance performance.	avl	(38)	f/f/ cost ea	(22)	avl	(50)	avl	(33)	f/f	(29)	f/f	(29)	f/f	(23)	f/f	(33)
31.	Going to a folk dancing performance.	inc	(28)	avl	(34)	avl	(37)	f/f	(30)	avl	(42)	avl	(48)	avl	(36)	avl	(35)
26.	Going to theater performances.	time	(27)	cost	(37)	cost	(24)	inc	(26)	f/f	(18)	cost	(27)	time	(26)	avl	(24)
27.	Acting in plays or musicals, performing in a dance group, taking lessons in either, or providing behind the scene support.	time	(39)	avl	(33)	time	(27)	f/f	(29)	time	(64)	time	(39)	time	(44)	time	(58)
2.	Writing novels, stories, plays, or poetry, or taking classes in writing.	time	(57)	time	(70)	time	(64)	time	(54)	time	(36)	time	(73)	time	(59)	time	(70)
7.	Visiting painting, graphic arts, photography or sculpture exhibits.	time	(27)	avl	(34)	time	(26)	inc	(32)	time	(26)	time	(30)	avl	(27)	time	(42)
8.	Visiting craft exhibits.	time	(31)	time	(26)	time	(28)	inc	(31)	time	(26)	time	(28)	time	(33)	time	(40)
9.	Touring buildings, etc. for design or historic value or visiting history, science or technical museums.	time	(25)	avl	(45)	inc	(27)	time	(32)	avl	(33)	avl	(29)	time	(31)	time	(39)

* inc - inconvenience avl - availability f/f - family/friends

TABLE 4.13 Continued

		to 5000	5001-8000	8001-10000	10001-12000	12001-15000	15001-20000	20001-30000	over 30000
20.	Listening on radio or watching on TV classical music, opera, or dancing.	time (49)	time (42)	time (31)	time (42)	time (57)	time (34)	time (63)	time (48)
23.	Watching performances of jazz on TV or listening on the radio.	time (42)	time (40)	avl (32)	time (48)	time (49)	f/f (42)	time (57)	time (59)
29.	Listening to radio broadcasts, your own recordings or watching TV productions of plays or poetry.	time (45)	time (40)	time (41)	time (36)	time (55)	f/f (31)	time (52)	time (54)
3.	Taking classes or attending lectures on art history, literature, etc., or belonging to a literature club.	time (24)	time (37)	time (39)	time (29)	inc (28)	time (40)	time (35)	time (54)
4.	Watching regular TV programs day and night except sports and news.	time (40)	time (38)	time (37)	time (46)	time (47)	*prog (42)	time (42)	time (55)
21.	Listening to radio broadcasts of all other music.	time (54)	time (48)	time (53)	time (76)	time (64)	time (69)	time (80)	time (66)
22.	Listening to recordings.	time (51)	time (46)	time (53)	time (60)	time (66)	time (60)	time (68)	time (81)
15.	Going to rock or country and western or rhythm and blues concerts.	cost (32)	cost (53)	avl (32)	crowd (22)	avl (16)	avl (20)	cost (25)	cost (27)
19.	Going to fairs and carnivals.	cost (22)	cost (51)	cost (32)	cost (27)	crowd (24)	time (30)	time (25)	crowd 27)
28.	Going to the movies.	cost (30)	cost (44)	cost (52)	cost (50)	cost (35)	cost (31)	cost (33)	cost (30)
6.	Watching sports on TV or listening on radio.	time (61)	time (53)	time (68)	time (66)	time (62)	time (54)	time (53)	time (71)
32.	Going to watch sports in person.	cost (24)	cost (44)	cost (21)	cost (25)	cost (20)	cost (27)	cost (31)	time (29)
35.	Playing competitive sports.	time (55)	time (30)	time (38)	time (45)	time (45)	time (33)	time (34)	time (46)
37.	Jogging, weight lifting or other exercise program.	time (45)	time (54)	time (42)	time (46)	time (42)	time (55)	time (74)	time (75)
33.	Camping, hiking, back-packing, hunting, fishing, etc.	time (30)	time (39)	time (35)	time (41)	time (41)	time (44)	time (43)	time (58)
40.	Picnicing, visits to parks, zoos, nature walks, or driving a car for pleasure.	time (33)	time (42)	time (46)	time (47)	time (39)	time (43)	time (50)	time (67)

* prog - program

TABLE 4.13 Continued

	to 5000	5001-8000	8001-10000	10001-12000	12001-15000	15001-20000	20001-30000	over 30000
42. Playing with your children.	time (34)	time (65)	time (75)	time (83)	time (76)	time (73)	time (88)	time(81)
36. Playing indoor activities or games with friends and/or family.	time (53)	time (43)	time (39)	f/f (47)	time (49)	time (43)	time (56)	time(63)
41. Visiting with friends or family members, writing letters, talking to friends on the phone, etc.	time (45)	time (42)	time (58)	time (51)	time (69)	time (62)	time (70)	time(72)
34. Going to church or doing other church-related activities.	time (31)	time (35)	time (48)	f/f (29)	time (44)	time (57)	time (52)	time(63)
44. Playing with pets.	time (52)	time (54)	time (78)	time (73)	time (73)	time (30)	time (81)	time(91)
1. Reading (fiction books, periodicals, and nonfiction).	time (66)	time (62)	time (78)	time (73)	time (61)	time (79)	time (79)	time(94)
5. Watching news and information programs on TV or reading in newspapers and news/magazines.	time (56)	time (55)	time (54)	time (63)	time (59)	time (52)	time (64)	time(78)
43. Do-it-yourself activities or hobbies.	time (47)	time (43)	time (61)	time (44)	time (55)	time (59)	time (55)	time(83)
45. Sitting and thinking—day-dreaming.	time (75)	time (75)	time (79)	time (85)	time (70)	time (95)	time (77)	time(91)
38. Charity, volunteer, social service, or political organization activities.	time (44)	time (62)	time (43)	time (67)	time (41)	time (53)	time (54)	time(78)
39. Fraternal organization or club activities.	time (40)	time (53)	time (71)	time (38)	time (55)	time (46)	time (66)	time(53)

TABLE 4.14

Most Frequently Cited Reason for not Increasing Participation for Each Occupation Group Over All Activities

		white collar	blue collar	farm	service	house-wives	retired	students
17.	Going to symphony or chamber concerts.	*avail (19)	time (35)	avail (100)	time (24)	*f/f (30)	time (34)	avail (23)
18.	Going to an opera.	avail (25)	avail (41)		time (30)	f/f (33)	avail (33)	avail (34)
13.	Going to choral concerts.	time (38)	time (27)	avail (57)	time (25)	f/f (24)	*h/cap (35)	*incon (26)
25.	Singing in or playing for a chorus, choir, or other singing group.	time (51)	time (48)	avail (71)	time (45)	time (23)	time (59)	time (41)
14.	Going to jazz concerts.	avail (33)	avail (26)	avail (100)	cost (33)	f/f (31)	avail (35)	avail (39)
16.	Going to folk/ethnic concerts or festivals.	avail (24)	f/f (26)		time (37)	avail (22)	incon (33)	avail (27)
24.	Playing an instrument in a group or for your own entertainment or taking music lessons.	time (47)	time (47)	cost (61)	time (33)	time (23)	h/cap (23)	time (44)
10.	Painting, drawing, making sculpture, doing graphic art, taking photographs (as art) or making films yourself.	time (49)	time (37)	time (51)	time (79)	time (34)	h/cap (32)	time (37)
11.	Doing crafts.	time (53)	time (41)	cost (84)	time (70)	time (32)	time (29)	time (40)
12.	Taking art classes in painting, sculpture, graphics, film, or crafts.	time (34)	cost (35)	avail (67)	time (51)	cost (27)	time (28)	time (26)
30.	Going to a ballet or modern dance performance.	avail (30)	avail (24)		avail (46)	f/f (40)	avail (44)	avail (36)
31.	Going to a folk dancing performance.	avail (40)	avail (40)	cost (100)	avail (42)	f/f (37)	avail (49)	avail (32)
26.	Going to theater performances.	cost (23)	time (20)	time (100)	cost (28)	cost (27)	h/cap (24)	time (19)
27.	Acting in plays or musicals, performing in a dance group, taking lessons in either, or providing behind the scene support.	time (39)	time (30)	cost (100)	time (43)	time (20)	time (38)	time (40)
2.	Writing novels, stories, plays, or poetry, or taking classes in writing.	time (55)	time (48)	avail (100)	time (75)	time (44)	h/cap (45)	time (73)
7.	Visiting painting, graphic arts, photography or sculpture exhibits.	time (30)	time (28)	avail (100)	time (45)	incon (24)	h/cap (36)	avail (30)
8.	Visiting craft exhibits.	time (39)	time (30)	*child (100)	time (54)	incon (23)	incon (27)	avail (34)
9.	Touring buildings, etc. for design or historic value or visiting history, science or technical museums.	time (35)	time (31)	avail (67)	time (49)	avail (26)	h/cap (43)	avail (32)

* avail - availability   f/f - family/friends   h/cap - handicaps   incon - inconvenient
child - children   p/t ea - part time each   prog - programs

TABLE 4.14 Continued

		white collar	blue collar	farm	service	house-wives	retired	students
20.	Listening on radio or watching on TV classical music, opera, or dancing.	time (39)	f/f (39)	time (100)	time (52)	time (43)	time (58)	time (46)
23.	Watching performances of jazz on TV or listening on the radio.	time (46)	time (25)	p/t ea (50)	time (70)	time (45)	time (37)	time (42)
29.	Listening to radio broadcasts, your own recordings or watching TV productions of plays or poetry.	time (47)	time (42)	avail (91)	f/f (36)	f/f (34)	time (41)	time (48)
3.	Taking classes or attending lectures on art history, literature, etc., or belonging to a literature club.	time (45)	time (40)	avail (48)	time (51)	incon (27)	incon (32)	time (43)
4.	Watching regular TV programs day and night except sports and news.	time (44)	time (43)	time (67)	time (75)	time (36)	progs (58)	time (49)
21.	Listening to radio broadcasts of all other music.	time (63)	time (62)	time (100)	time (64)	time (53)	time (31)	time (58)
22.	Listening to recordings.	time (57)	time (61)	time (100)	time (47)	other (29)	other (29)	time (50)
15.	Going to rock or country and western or rhythm and blues concerts.	cost (22)	avail (23)	time (39)	cost (24)	cost (23)	cost (24)	cost (35)
19.	Going to fairs and carnivals.	cost (20)	cost (28)	time (49)	time (25)	cost (25)	crowds (31)	avail (23)
28.	Going to the movies.	cost (34)	cost (34)	time (58)	cost (41)	cost (40)	cost (31)	cost (39)
6.	Watching sports on TV or listening on radio.	time (62)	time (65)	time (96)	time (54)	time (50)	f/f (55)	time (59)
32.	Going to watch sports in person.	cost (26)	cost (24)	cost (73)	crowds (26)	cost (19)	cost (36)	incon (31)
35.	Playing competitive sports.	time (40)	time (46)	avail (82)	time (47)	child (33)	h/cap (35)	time (39)
37.	Jogging, weight lifting or other exercise program.	time (58)	time (57)	time (60)	time (68)	time (35)	time (32)	time (53)
33.	Camping, hiking, back-packing, hunting, fishing, etc.	time (44)	time (47)	time (69)	time (43)	time (29)	h/cap (31)	time (33)
40.	Picnicing, visits to parks, zoos, nature walks, or driving a car for pleasure.	time (49)	time (49)	time (59)	time (55)	time (28)	h/cap (20)	time (45)

TABLE 4.14 Continued

		white collar		blue collar		farm		service		housewives		retired		students	
42.	Playing with your children.	time	(62)	time	(72)	time	(79)	time	(90)	time	(68)	time	(31)	time	(42)
36.	Playing indoor activities or games with friends and/or family.	time	(51)	time	(53)	f/f	(50)	time	(59)	f/f	(39)	f/f	(44)	time	(59)
41.	Visiting with friends or family members, writing letters, talking to friends on the phone, etc.	time	(64)	time	(52)	time	(79)	time	(82)	time	(46)	incon	(28)	time	(53)
34.	Going to church or doing other church-related activities.	time	(49)	time	(44)	time	(56)	time	(62)	time	(27)	time	(30)	time	(27)
44.	Playing with pets.	time	(74)	time	(60)	time	(100)	time	(76)	time	(70)	h/cap	(71)	time	(63)
1.	Reading (fiction books, periodicals, and nonfiction).	time	(74)	time	(74)	time	(100)	time	(81)	time	(83)	time	(59)	time	(71)
5.	Watching news and information programs on TV or reading in newspapers and news/magazines.	time	(65)	time	(59)	time)	(60)	time	(64)	time	(41)	time	(50)	time	(61)
43.	Do-it-yourself activities or hobbies.	time	(64)	time	(49)	time	(70)	time	(79)	time	(45)	h/cap	(36)	time	(45)
45.	Sitting and thinking--day-dreaming.	time	(76)	time	(72)	time	(54)	time	(85)	time	(70)	time	(34)	time	(58)
38.	Charity, volunteer, social service, or political organization activities.	time	(58)	time	(60)	time	(100)	time	(94)	time	(30)	h/cap	(41)	time	(53)
39.	Fraternal organization or club activities.	time	(42)	time	(72)			time	(73)	time	(34)	time	(23)	time	(56)

and friends is the most important factor for not increasing seven different activities. Retired persons cite age and handicaps as being most important for seven activities also.

There are several aspects to the distribution of the less commonly selected barriers. For example, the activities where age and handicaps are the most important barriers are confined neither to away nor active pursuits as might have been predicted. Rather they are spread among a variety of arts related leisure activities. Similarly, the lack of interest by family and friends perceived by housewives applies to a variety of performing arts activities. While all but one require travel away from home, they seem not necessarily pursued by the same group of people. The activities include symphony concerts, choral concerts, jazz concerts, ballets, and folk dance performances.[8]

Another example of the diversity created by examining barriers in terms of occupation groups is the fact that for no activity is there a totally consistent most important barrier among the arts related activities (although time is the almost unanimous choice in several cases). There is considerably less inconsistency among the non-arts activities. Time and cost dominate across occupation groups to almost the same extent they have for all other SES/demographic variables.

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[8] One key is the proportion who cite the most important barriers. If it is low, then the opportunity for other barriers to be "almost" as important a factor for the entire group is higher. Interpretations of results reported here are general because of small cell size. See APPENDIX K for more detailed results supporting this interpretation.

Summary/Conclusions

In many ways this short Chapter is the most important for future policy considerations because it focuses directly on the factors which are reportedly keeping people from increasing participation levels to the extent they desire. However, the results themselves suggest that this problem cannot be resolved with a simple question asking people to identify the most important barrier to their increased participation. The results of this question have provided an ordering of barriers and suggested the most likely areas for policy attention (assuming the goal is to increase participation levels in the population). It has also suggested, in a crude way, some of the specific areas and groups which might be targeted in such programs. The relationship of community size and perceived availability, and some specific relationships between barrier selection on the one hand, and race and occupation on the other, are the most notable examples.

However, the important role of the combined *time* barrier and our inability to identify the relative importance of all barriers for each activity leave many unanswered questions if our goal is to predict the precise (or even approximate) impact of a particular program. Furthermore, it seems unlikely that, even if it had been possible to order the barriers for each respondent and then aggregate those orderings over all respondents, a satisfactory answer would have been produced. The first difficulty is that noone knows how to weigh the impact of "not enough time" or "like other things better" in an equasion of possible change. It is perhaps even more disturbing that individuals with a strong desire to increase participation are almost as likely to cite time as a barrier to that increase as those with only a general interest in increasing participation. Beyond what our historical analysis told us about the pattern of participation over time and the limited prediction capability supplied by education level and some of the other SES/demographic variables (on a limited number of arts related activities) there is little help in sorting out these possible changes in behavior. Indeed, it is difficult to determine if people who cite time as the most important barrier to increased participation are more or less likely to change their future behavior.

The second difficulty is that we do not know enough about the genesis of a particular leisure behavior pattern to understand which predictor variables need to be considered and which are subject to outside manipulation (not pejoratively). This study has suggested some of the factors which predict leisure behavior and, in the historical analysis, may have identified a line of future research that will help to explain how people choose a leisure behavior pattern. This information will be useful in the projection of short-range changes and in pinpointing certain target groups where some narrowly defined types of leisure behavior changes are more likely to take place. But in not being able to focus on potentially important environmental and psychological issues, our ability to address even relatively simple policy and prediction issues may have been severely limited.

Part of the solution to these problems will be to continue to address basic questions about leisure patterns, long-term changes.

and factors which keep people from doing what they say they want to do. However, another part of the future research activity must address leisure behavior in considerably more detail with a focus on why choices are made rather than just what choices are made. Without such basic research to complement the market research-type findings provided by this study and others, the complex individual behavior and social questions raised in the goals of this study are unlikely to be satisfactorily answered.

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